



The Brooklyn Charter School Student Handbook 2022-2023

Building Bridges to Tomorrow!

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BCS Vision Statement

At BCS we have a precious opportunity to prepare children to be successful and to engage them in making meaningful contributions to the world in which we live.

BCS Mission Statement

The Brooklyn Charter School is committed to providing a nurturing and supportive community where all students feel secure, recognize their own potential, respect others regardless of race, religion or culture, and are instilled with the desire to learn and achieve. It is our aim to provide a rigorous academic program supported by the Arts and Technology that cultivates the whole child. Through achievement and creativity, and in partnership with our families, students will develop the necessary confidence, intellectual capacity and leadership skills to prepare them for an evolving global society.

History of The Brooklyn Charter School

The Brooklyn Charter School (BCS) opened its doors to the children of Bedford Stuyvesant in September of 2000. BCS is the first charter school of Bedford Stuyvesant and the first charter approved by the New York City Department of Education. Originally located on MacDonough Street, the school was small and very much family oriented. In its first year, the school served seventy-eight (78) kindergarteners and first graders. The BCS curriculum includes: *Wit & Wisdom* and *Wilson Foundations* Literacy/Humanities Programs, *Eureka Math*; and Affirm Science. A rigorous academic calendar and strong, stable leadership from the Principal, Ms. Joanne Hunt, is providing the platform for success at Brooklyn Charter School. BCS's Assistant Principal, Mrs. Pamptata Sanders assists the Principal in making BCS an academically competitive institution. Currently located on the third floor of the PS 23 Complex at 545 Willoughby Avenue, The Brooklyn Charter School serves approximately two hundred fifty students in kindergarten through fifth grade. Students and staff at The Brooklyn Charter School strive for excellence using the following tenets known as:

The BCS Cornerstones

We listen to each other.

We care about each other.

We respect each other.

We are responsible for what we say and do.

BCS Motto

Building Bridges to Tomorrow!

BCS Statement of Excellence

Excellence is the path we travel that is
lined with perseverance, determination, discipline and ambition
where every moment is used to achieve our goals.

BCS Academic Program Description

The Brooklyn Charter School's educational program is designed to meet each learner at their point of entry. Our program is research-based, inclusive of all learning styles and abilities, and is focused on the development, growth and success of the individual learner. All learners are expected to meet and exceed the grade level benchmarks of the Next Generation Common Core Learning Standards. To do this BCS implements a rigorous curriculum, uses all assessment data to foster effective teaching and learning, incorporates the model of two teachers in the classroom in K-5, and maintains small-sized classrooms that foster greater individual attention. The program has been created to raise achievement levels by preparing students with both basic and enriched skills in Reading, Writing, Mathematics, Science and Social Studies. In addition, students are expected to experience and develop a cultural vocabulary in Music and Dance. Students are also taught citizenry and resilience through Harambee (community gathering) meetings which include social & emotional learning activities and school-wide assemblies. Here, students and faculty work together to create a positive, respectful and nurturing community.

Humanities (ELA and Social Studies)

At BCS, the teaching of literacy forms the foundation for learning as it encompasses reading, writing, comprehension, and communication skills and processes. The BCS community believes that literacy is about making meaning. As such BCS has developed its Literacy Statement which reads:

Being literate means making use of one's innate, sensory, and cognitive abilities to access, understand, interpret, and communicate information and ideas about oneself, others and the world. Being literate is the goal of every student and adult at The Brooklyn Charter School.

The beliefs and assumptions about literacy at BCS are guided by research on what students should know and be able to do, best teaching practices that inspire a love of literature, valid and reliable assessment, the knowledge of experienced educators, and a partnership between home and school.

Effective literacy education involves guiding children through a variety of literary experiences. BCS utilizes Wit & Wisdom for literacy instruction. Wit & Wisdom is a comprehensive English curriculum that centers on the study of rich and engaging texts, curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based with daily reading, writing, speaking, listening, grammar, and vocabulary study, based on evidence from exceptional texts. The texts are wide-ranging and include a careful balance of literary, informational, and fine-arts. This curriculum helps teachers celebrate the joy of reading and writing with students, while also supporting all learners to tackle the rigor that the standards demand. By reading books they love and engaging meaningfully in their learning, students develop the knowledge and skills they need to be successful readers, critical thinkers, and effective communicators.

In each grade, every module, or unit of study, focuses on a topic essential for building background knowledge, vocabulary, and writing skills. For example, students learn about

the seasons, the American Revolution, civil rights, immigration, and space exploration. Essential topics strategically reoccur, empowering students to deepen understanding of core knowledge across grades K–5. Within these modules, students practice reading, writing, speaking, listening, and language in an integrated way, with every strand of the standards woven throughout each module. This approach enables students to become more successful as they activate and build on their developing background and vocabulary knowledge of the module topic while learning skills in other areas.

In response to the effects of the pandemic, BCS has incorporated Wit & Wisdom in Sync, which delivers everything we love about Wit & Wisdom just reinvented to toggle seamlessly between home and school so that knowledge building never stops.

Wit & Wisdom in Sync enables teachers to continue to inspire students to build real-world knowledge, no matter where they are and ensures unstoppable knowledge.

Wit & Wisdom in Sync guides school and district leaders to support continuous learning and understand how teachers can maximize student learning with *Wit & Wisdom in Sync* through in-person, distance, or hybrid instruction. It includes digital assessments; module and daily lesson pacing between home and school; projected slides for use during online instruction or discussions with students; and a user guide that helps teachers understand how to use *Wit & Wisdom in Sync*.

Wilson Foundations is utilized as the phonics program in Kindergarten, First, Second, and Third grades. Foundations teaches the foundational skills, and significantly supports reading, writing, and language standards. Foundations focuses on letter formation, phonological and phonemic awareness, sound mastery, phonics, word study, advanced word study, irregular (trick) word instruction, vocabulary, fluency, comprehension strategies, and written composition.

Teachers model reading behaviors through reading texts out loud and provide direct instruction on strategic reading through guided small group reading. Students are given time to read, an opportunity to choose their reading selections, and time to talk about books and strategies, through independent reading and literature discussion.

Teachers provide direct instruction on the writing process, craft, genre and mechanics throughout the day through a writing process with the teacher. Students are given time and choice of what to write, and opportunities to share with audiences.

In addition, BCS utilizes *Geodes* for grades K-2. *Geodes* is a collection of accessible, knowledge-building books for developing readers. Following the scope and sequence of Foundations, *Geodes* are Readables, a unique type of text in which specific decoding strategies are coupled with content and vocabulary, resulting in wonderfully rich books for budding readers. While most early literacy books are quite basic, *Geodes* are rich with facts and ideas that spark students' curiosity about the world around them.

BCS will be implementing Just Words for the 2022-23 school year. Just Words is a highly explicit, multisensory decoding and spelling program for students in grades 4 and above who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.

Just Words aligns with a school or district's Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework of instruction by delivering a Tier 2 intervention addressing a sophisticated study of word structure with explicit teaching of "how English works" for both decoding and spelling automaticity. It is designed for students who can benefit from the targeted word study focus without requiring the more comprehensive intervention of the Wilson Reading System.

Mathematics

Brooklyn Charter School's mathematics instruction is driven by the Next Generation Common Core Learning Standards for Mathematics Content and the Next Generation Common Core Learning Standards for Mathematical Practice. These Standards for Content define what students should understand and be able to do in their study of mathematics. The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics ought to engage with the subject matter, as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

Brooklyn Charter School's Math program is carefully designed to invite all students into mathematics and to help them develop a deep understanding of fundamental mathematical ideas. Students with this understanding know more than isolated facts and procedures. They know why a mathematical idea is important and the contexts in which it is useful. Furthermore, they are aware of many connections between mathematical ideas.

BCS utilizes *Eureka Math* for mathematics instruction. *Eureka Math* connects math to the real world in ways that take the fear out of math and build student confidence—helping students achieve true understanding lesson by lesson and year after year. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, as it is at Brooklyn Charter School, *Eureka Math* will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math.

Eureka Math supports students in exploring problems in depth. It encourages the student to find more than one way to solve many of the problems they encounter, to reason mathematically and develop problem-solving strategies while examining and explaining mathematical thinking and reasoning. Students are expected to communicate their ideas orally and on paper, represent their thinking using models, diagrams, and graphs, make connections between mathematical ideas, and prove their ideas to others. In mathematics, students develop computational fluency, choosing from a variety of tools, appropriate technology, and working in a variety of group settings - whole class, individually, in pairs, and in small groups.

Each module, for each grade, has critical instructional areas, as described in the Next

Generation Common Core State Standards. Each module has required fluency along with major emphasis clusters which help students master their current grade level and gives them the necessary foundational skills for the next grade.

In response to the effects of the pandemic, BCS has incorporated Eureka Math in Sync which allows students and teachers to access the *Eureka Math* materials whether in school or their place of residence. *Eureka Math in Sync* includes short, digestible videos for each lesson along with downloadable and fillable PDFs that allow students to show their work and communicate with teachers via annotations and comments. It's the same consistent, coherent, high-quality curriculum, now available anywhere the student is.

Instruction is now seamless, no matter how the educational landscape changes as it guides teachers through pacing in hybrid or virtual learning environments and provides additional support for toggling between them. Digital classwork, including downloadable and fillable PDFs, that can be printed for home or class use, or completed online. Each topic comes with a Family Tip Sheet with suggested strategies and models, key vocabulary, and tips for how families can support learning at home

Brooklyn Charter School's mathematics curriculum inspires all students to develop and expand their mathematical ideas.

Social Studies

At BCS we know that in order to make a better world a world of respect and equality we must have a Social studies curriculum that embraces democratic values, community, and cultural diversity. For this, BCS utilizes Wit & Wisdom for our Social Studies curriculum. Each grade has modules that focus on an important, high-interest topic in Social Studies. Through carefully chosen literary, informational, and visual art texts, students examine each central topic from diverse angles. There are history topics such as Immigration, the American Revolution, Civil Rights, and the Western Expansion.

Science

Brooklyn Charter School utilizes Amplify for our Science curriculum. Amplify Science is a curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like actual scientists and engineers.

Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. It is a research-based approach that presents students with multiple modalities. In each unit, students take on the role of a scientist or engineer to investigate a real-world problem. These problems provide relevant contexts through which students investigate phenomena.

Amplify Science includes hands-on activities, print materials, and digital tools to support online and offline teaching and learning.

i-Ready

Brooklyn Charter School understands the importance of pinpointing students' strengths, as well as what they should work on, in order to reach or exceed grade-level proficiency. We use i-Ready which highlights student learning through research-backed measures of performance, including an adaptive Diagnostic, Growth Monitoring, and Standards Mastery. Teachers monitor student growth and inform their instruction by connecting assessment results to i-Ready Learning instructional resources. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. i-Ready connects Diagnostic data and Personalized Instruction, which reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom.

Technology

The Brooklyn Charter School is engaged in using technology as an integral instructional tool through the use of specific software and hardware, and the worldwide web. BCS Technology Specialist utilizes Mac laptop labs across the school, ensuring that all students in grades K-5 have an opportunity to learn basic and some advanced computer skills. Classroom teachers use the laptops to support instruction in all subject areas including reading, word work, writing, math, social studies, science and the arts. Students use the Internet to conduct research, use software connected to the approved curriculum and use various websites to support grammar, phonics, and math fact skills. Currently BCS uses Epson interactive projectors (similar to Smart Boards) to provide students with another medium with which to view, interact with, and manipulate information. The BCS technology plan integrates the use of specific technology, software and hardware across the school and incorporates the use of i-pads. BCS will be upgrading and equipping each classroom with new Smart Boards by the end of the 2021-22 school year.

BCS continues to utilize Kodable, a complete K-5 curriculum that takes students from learning to think like a programmer in Kindergarten to writing real JavaScript by 5th grade. Kodable's curriculum is aligned to K-5 learning standards, which are a roadmap for developing the whole student through computer science.

The Arts

BCS students participate in Dance and Music classes on a weekly rotating schedule. These classes are an opportunity for students to develop other skills, define their identity based on individual talents, and encompass projects that connect to both Literacy and Mathematics.

- **Dance** - The Dance class incorporates varied forms of dance. Depending on the grade, students learn Traditional African dances, Jazz, Modern Interpretative, the Basics of Ballet, Liturgical, Hip Hop, Afro-Caribbean and/or Latin dances. Additionally, students learn the fundamentals of balance, coordination, and rhythm. Dance also includes proper aerobic, stretching, and strengthening of the body as defined by NYS Physical Education standards. Students will (1) identify and demonstrate movement elements and skills (such as bend, twist, slide, skip, hop), (2) demonstrate ways of

moving in relation to people, objects, and environments in set dance forms, and (3) create and perform simple dances based on their own movement ideas.

- **Music** - The Music program concentrates on students learning to play and appreciate music. Students will (1) be exposed to the basic elements of music, including rhythm, melody, harmony and form, (2) identify and study different types of drumming techniques from various countries around the world.

At the end of each school year, students at BCS showcase what they have learned throughout the school year in an annual show entitled “BCS Fest.” In 2019, BCS Fest was entitled “Royal Fest” which was held on May 16, 2019 at 4:30 p.m. for our families and the community. The showcase included dance and musical numbers from an array of countries such as Mali, Puerto Rico, Ghana, Brazil, Guinea, and the United States of America. The students worked extremely hard to put together this amazing showcase of their work. Due to COVID, BCS was unable to host BCS Fest in the 2019-20 and 2020-21 school years.

Interim Assessment Program

English Language Arts and Math interim assessments which are aligned to Next Generation Common Core Standards are given twice per school year to ensure that students are progressing in order to be grade level competent. For each assessment, teachers and administrators grade the interim assessments that have been created by the educational leadership (administrative) team and select faculty. The educational leadership team prepares an analysis that is the impetus for data-driven planning meetings to occur with the principal, instructional administrators and teachers. During these meetings, all stakeholders work together to formulate a blueprint for the following quarter; re-teaching material to the entire group, small-group instruction and/or individual instruction as well as the after-school test prep program. The main goal is that teachers leave these meetings with a crystal-clear understanding of which students have mastered what standards along with a blueprint for addressing areas of student improvement.

Test Preparation Program

BCS hosts an after-school test-prep program for third through fifth grade students and Friday test prep periods during the school day since not all students are able to attend the after-school program. During this tutorial/test preparation program BCS teachers provide explicit instruction based on the Common Core Learning Standards and test taking strategies.

BCS Tutoring Assistance Program (T.A.P)

BCS has an in-person tutoring program, which begins in the Fall, created to address the lower 20th percentile of students at BCS. The program operates twice per week for two hours per session and students are selected based on iReady diagnostic data. The BCS “Tutoring Assistance Program is an exemplary program, grounded in best practices to provide tutoring in a small group setting in order to provide prescribed services intended to close student achievement and learning gaps. Through this mode of tutoring, students will receive help with teacher driven objectives and assigned work based on the areas in which children need remediation according to iReady diagnostic data. T.A.P. has the following structure: (1) a shared definition of tutoring that is specific and developed with input from classroom teachers, teaching specialists and administrators (2) An accepted description of a “tutor” with specific qualifications, training and supervision. Teacher education, prior professional experience, and specialized training will be considered as criteria for our tutors. (3) Strategic oversight of an action plan and defined goals that inform efforts to assess and track progress of the program. Explicit and implicit assessments will be used throughout the program and may include outcome data (literary & math assessments, aggregate benchmark data, tutoring session logs that reflect work at increased levels, classroom teacher observations of student growth from day school, parent surveys, etc.) to assess the programs’ effectiveness and next steps for each participant. The ultimate goal of this program is to close the achievement gap so that students experience growth and ultimately success in ELA and Math at BCS.

After-School Programming

Students in kindergarten through fifth grade can participate in various after-school activities that take place from 3:30pm - 6:00pm Monday - Thursday. Examples of programming are technology-based which includes coding/robotics, homework help, and recreational activities that include art, yoga, aerobics and team sports. These programs may vary on a year-to-year basis.

Extended Day and After-School Expectations

Students attending after-school are held to the same high expectations as throughout the regular daily school program. Students are expected to follow up with study, practice, and completion of assignments. Students can be asked to leave a program if behavior becomes a concern. Families are required to pick up students on time. BCS does not provide transportation in the after-school hours.

Sample Daily Schedule

Time	Activity/Subject(s)
8:00 - 8:30	Arrival/ Breakfast
8:30 – 12:30	Instruction in ELA, Mathematics, Science, and Specials
12:30 – 1:20	Lunch
1:30 – 3:00	Instruction in ELA, Mathematics, Science, and Specials
3:00 - 3:30	Reading/Math iReady
3:30	Dismissal

Homework Policy

BCS students receive homework assignments daily in ELA and Mathematics. Homework is connected to what was learned in school on the given day. Each teacher’s distribution, return expectation, and grading policies are shared with families at the beginning of the school year.

Homework may consist of the following:

Literacy- 20-30 minutes nightly reading, with log and reflection; reading and writing work from Foundations/Wit & Wisdom resources. Additional homework may be given to students who need practice in specific content areas.

Math- Eureka math homework based on the lesson taught for the day. Additional homework may be given to students who need practice in specific content areas.

The table presents a suggested time-frame for home-work for each grade level:

Grade Level	Homework Assignments	Independent Reading
Kindergarten	15 minutes	15 minutes
First Grade	20 minutes	20 minutes
Second Grade	25 minutes	25 minutes
Third Grade	30 minutes	30 minutes
Fourth Grade	40 minutes	30 minutes
Fifth Grade	45 minutes	30 minutes

Promotion Policy

This policy articulates the specific criteria that define promotion from one grade level to the next for all students in the elementary grades at BCS. All students are expected to meet or exceed rigorous academic standards in performance-based core curriculum, aligned to the Common Core Learning Standards, to be promoted to the next Grade and, ultimately, to be prepared for college and careers. **BCS does not determine promotion based on NYS test scores for students in grades 3 through 5.**

All students at BCS are held to specific criteria that define promotion. Those criteria exist in the areas of:

- Meeting the grade level Common Core Learning Standards for Literacy and Mathematics
- At least 95% annual average attendance
- Comprehensive classroom assessments that include portfolios, samples of student work, anecdotal notes, formative/summative assessments and observations
- Progress reports; and benchmark assessments (iReady Diagnostic Assessments, Fountas & Pinnell Assessment, Primary Assessment of Literacy Skills, Early Childhood Mathematics Assessment, and Interim Assessments)
- Goals & mandated criteria on Individualized Education Program (IEP)

Grade Conversions:

Level 4	90% - 100%
Level 3	76% - 89%
Level 2	66% - 75%
Level 1	55% - 65%

The above criteria apply to the following groups of students in the following ways:

a) English proficient general education students

Consideration of Grade level progress of all applicable criteria. Promotion decisions are made by the Principal and the team of educators that serviced the child during the school year.

b) English Language Learners (ELLs)

BCS does not discriminate against our English Language Learner population. We have a highly qualified English Language Learner teacher who receives her schedule from our Special Education Coordinator to ensure our ELL students receive their mandated number of sessions. When considering promotion, where we do look at the same criteria as our other populations, we also take into consideration the growth they have made based on their individualized goals. Their English proficiency is not a sole criteria basis for promotion/retention consideration. The promotion decision is made by the Principal along with the team of educators that serviced the child during the school year.

c) Students with Disabilities receiving special education services

Consideration of Grade level progress of all applicable criteria and mastery of IEP goals. Promotion decisions are made by the Principal and the team of educators that serviced the child during the school year.

Announcement of Promotion-in-Doubt/Retention

Families are notified orally and in writing of possible retention through Family/Faculty Conferences and Report cards. The first indication of concern will be noted in the **Promotion in Doubt** section of the 2nd Quarter Report card of each school year (January). Families will be required to meet with the teachers and administrators to set goals for the student in this situation. If the student does not demonstrate improvement by May of the current school year, they are identified for **Retention** for the following school year.

Referral to Summer School

All students in grades K through 5 who do not meet the promotional criteria by June will be recommended to attend our summer school. A team will then reassess the summer progress made and will make the final determinations based on whether the student is meeting their grade level New York State learning standards in English Language Arts and Mathematics.

Appealing the decision for Retention

A family that disagrees with a June promotion decision is required to submit a written appeal to the Principal by July 15th prior to the beginning of the new school year. The Principal will consider all relevant criteria for promotion and make a final decision for the new school year after the student has been re-assessed in August. The Principal can involve members of the BCS Response to Intervention Team (RTI). If a family is not satisfied with the school's decision, they may appeal to the Board of Trustees within 14 days of the school's final decision.

Academic Promotion Benchmarks

The list below includes all BCS school-wide assessments used in determining promotion. The chart outlines the expected benchmarks for each assessment, at each grade level.

Assessment Title	Testing Period	Grade Level	Goal
Fountas and Pinnell Assessment System	3x per year	K-5	All K-5 students who were enrolled at BCS will perform as follows on the end of year administration of the Fountas and Pinnell Assessment System:
		K	Reading: Level D/E , Accuracy Rate: 95-100%, Comprehension: Satisfactory
		1	Reading: Level J/K Accuracy Rate: 95-100%, Comprehension: Satisfactory
		2	Reading: Level M/N , Accuracy Rate: 98-100%, Comprehension: Satisfactory, Fluency Rate: 2/3
		3	Reading: Level P/Q , Accuracy Rate: 98-100%, Comprehension: Satisfactory, Reading Rate: 2/3
		4	Reading: Level S/T , Accuracy Rate: 98-100%, Comprehension: Satisfactory, Reading Rate: 2/3
		5	Reading: Level V/W , Accuracy Rate: 98-100%, Comprehension: Satisfactory, Reading Rate: 2/3
ELA & Math Interim Assessments/i-Ready Benchmarks	3x per year	K-5	All K-5 students who were enrolled at BCS will perform as follows on the end of year administration of the ELA & Math Interim Assessments:
		K-5	85% overall mastery on the ELA and Math interim assessment, 75% mastery of on the iReady benchmark at the end of each school year.

Attendance Promotion Criteria

The chart below outlines the attendance rate for every BCS student for grade level for promotion.

Grade Level	Attendance Expectation for Entire School Year
Kindergarten	A minimum of 95% Attendance Students who are absent 15 times or more within a school year are considered to be Promotion In Doubt . The student will face Retention if absence results in academic deficiencies such that the student does not meet the grade level benchmarks for promotion.
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	

Graduation

Graduating 5th Grade students must fulfill the same promotional criteria outlined above.

Student Support - Response to Intervention (RTI)

Academic Support

The Response to Intervention (RTI) Team is a group of teachers, specialists and administrators who meet regularly to discuss students who require interventions, academically and/or behaviorally. If the general education teacher(s) determine through formal and informal assessments, observations, and interactions that a student may need to be referred to the Response to Intervention (RTI) Team for additional support, they will contact the parent regarding their concerns. RTI Team meetings take place every three weeks to discuss individual students. At the end of the discussion, an individual intervention plan is outlined, that provides specific time-lines, assessments, personnel responsible for the interventions and a follow-up date for discussion. Every six weeks, the RTI Team meets to check in on planned interventions, progress made, and to discuss follow-up plans. The interventions outlined by the RTI Team are used to designate the student's level on the school's Response to Intervention Plan.

Response to Intervention Plan

Tier 1	Effective whole-class instruction that includes differentiation to meet the varied needs of learners (e.g. in-class strategy groups,
Tier 2	Small group instruction (3-5 students) that focuses on areas of need, 2-3x per week
Tier 3	Small group or individual instruction (1-3 students) that focuses on areas of need, 3-5x per week

Level 1: All students participate in effective instruction in the general education classroom. Regular classroom differentiation strategies and interventions are used, such as small group, one-on-one conferencing, guided reading/writing, and the use of leveled texts. The teachers determine differentiation strategies and interventions through the use of ongoing assessments.

Level 2: At Level 2, a student receives remedial and/or enrichment supports which are individualized (not provided to all students). The teacher, with support from the RTI Team, may set up a strategy group or individual work on a consistent schedule (some additional sessions as compared to Level 1), develop intervention plans with a timeline & regular progress monitoring, collect and review data at specific time-lines and share with specialists, outline differentiation tasks for the student in lesson plans or schedules. The student's family is made aware of the child's interventions.

Level 3: At Level 3, specialists will provide individual or small group support for the student. The specific/targeted intervention would include a modification of environment (push in or pull out), group size (no more than 3), or time frame of instruction (3x-5x per week, 20-30 minutes per session). The intervention plan would be specific for each student. Students in this category would be considered “Promotion in Doubt” based on grade level benchmarks. Students would participate in intervention services in six-week cycles (based on individualized plan). If a student does not show adequate growth during this cycle, he/she may be referred for Special Education Services. The student’s family will be made aware of the child’s interventions and will be informed of the next step to seek a referral for Special Education Services. The Family is expected to work with BCS to support the process with the CSE.

The Committee on Special Education (CSE) evaluation will include diagnoses in the student’s home language, interviews and involvement of the student’s family; educational assessments of the student’s performance on a range of tasks and in a variety of settings. After the evaluation, the CSE meets to determine eligibility for special education services and, if eligible, to develop an Individualized Education Plan (IEP). An IEP documents the CSE’s findings and articulates a program of mandated services to be administered to the student. The special education teacher will ensure that a central file with all special education evaluation material and IEP is maintained and that this file is kept confidential, in accordance with Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities in Education Act (IDEA) guidelines. The special education teacher will be responsible for ensuring that all providers, responsible for the implementation of the student’s IEP, have access to a copy of the IEP and will be informed of their specific responsibilities for implementing the IEP.

Special Education Program

The following articulates the philosophy and procedures regarding Special Education at The Brooklyn Charter School:

Philosophy

All students at BCS deserve and receive, without discrimination of disability, the right to the highest quality education. An inclusive model is therefore used at The Brooklyn Charter School to serve students who have a disability or who are deemed to have a disability, and students who possess a valid Individualized Education Program (IEP), approved by the Committee on Special Education (CSE) of the New York City Department of Education. Special Education teachers, General Education teachers, specialists, students and their families, all work together to achieve the goals set forth in each student’s IEP. BCS faculty focuses on teaching strategies that will help students find academic success in the general education classroom.

Procedure

At BCS students are referred for Special Education services based on the findings of the RTI team. (Please see Student Support Section – RTI- Level 3 in the section above)

As per the Individuals with Disabilities Education Act (IDEA 2004) regulations, all students with disabilities will be fully integrated into school programs, with the necessary materials, mandated services, and equipment to support their learning. Our certified Special Education Teachers will ensure that students receive the appropriate and mandated services. The school will collect and maintain the following information on disabled students as required by IDEA 2004:

- (a) The count of all school-age students with disabilities provided special education services by age, grade, category or disability and the number of students with disabilities who are Limited English Proficient.

- (b) The number of students provided with test modifications and types, and the number of students exempted from state assessments.
- (c) The settings in which students with disabilities receive their services, the portion of the school day they receive services with non-disabled peers, including time out of the general education classroom.
- (d) The number of students with disabilities suspended “in-school” and out of school, organized by disability, and length of suspensions.
- (e) The basis of exiting students with disabilities from the school (i.e. attainment of diploma and type, declassified, and moved, etc.)

The Brooklyn Charter School will meet all the requirements mandated within the students’ Individualized Education Program (IEP). The special education program will be coordinated by the Special Education Coordinator (*a certified special education teacher*) who will ensure that students receive the appropriate, mandated services. The Special Education Coordinator also helps classroom teachers to set appropriate goals for students who are extremely challenged in the classroom, identifies strategies to best meet the needs of students with disabilities in the general education classroom, works with students either individually or in small groups, and serves as a special education consultant to the BCS school community.

Annual Reviews

The Special Education Coordinator and at least one of the student’s primary general education teachers, SETSS or ICT Teachers will meet with the CSE during triennial reviews to determine appropriate interventions, supplementary aids and services, program modifications, and necessary additional supports to enable the student to participate to the fullest extent possible in the general education classroom.

Annual reviews occur at the school level with families, the classroom teacher(s), the special education coordinator, and any relevant service providers. BCS will attempt to arrange for IEP annual reviews to be conducted by the CSE at the school during the most convenient time for the family and those involved with the student’s case. If the family is unable to attend, the school will provide an opportunity for family participation via telephone conference. BCS will also make provisions for faculty to attend mediation or impartial due-process hearings in the event that parents of students with disabilities appeal to these procedural safeguards.

The school will work with the CSE to ensure the completion of annual and triennial reviews of special education students. Families will be informed of the student’s progress toward annual goals three times a year, which is the same frequency as progress is reported to all students and families in the school. A copy of each student’s annual goals from his or her IEP, complete with updated progress notes, will be attached to his or her developmental profile. The progress notes on the annual goals will serve to document the following:

1. The method by which the student’s progress toward achieving the annual goal is measured
2. The student’s progress during the relevant period
3. The extent to which it is anticipated the student will achieve the annual goal prior to the next annual review
4. Where needed, the reasons why it is anticipated that the student will not meet the goal
5. Help to define the promotional criteria (see Promotion Policy)

School Counseling Program

The Brooklyn Charter School Counseling Program serves various functions including; direct service to students and families in need, school-wide programs for areas of concern (grief counseling, conflict resolution, bullying), and school climate initiatives (making the BCS learning environment more positive).

Referral Procedure

In order for a student to begin sessions with the school counselor, a referral must be made by a BCS administrator, a Response to Intervention Team member, or family member. Students incurring several discipline reports during a school year will be expected to participate in counseling sessions to assist the child in making better choices. Any student referred to participate in counseling sessions, individually, or in a group, must have verbal and written permission from a legal guardian.

Confidentiality

Confidentiality in counseling means that what the child discusses with the counselor is private and will not be shared with a third party without permission. A counselor is required by law to break confidentiality when a child indicates intention to do harm to self or someone else, or if they indicate they are in danger (through abuse or neglect).

Parents/guardians have the right to know the general course of the child's progress and any ongoing issues and successes. The counselor may discuss with the parents or guardians the general nature of the conversations that occur in counseling, as well as, what can be done to help the situation; however, the counselor cannot reveal what the child says specifically.

English as a New Language (ENL)

BCS welcomes English Language Learners (ELL). The BCS website has translation options and provides enrollment information (newspaper postings, brochures and applications) in Spanish, French and a variety of languages. BCS follows all mandates for ELL instruction as defined by the NYC Department of Education. The Brooklyn Charter School ELL process follows Part 154 of the Regulations of the New York State Commissioner of Education (CR Part 154), the ASPIRA Consent Decree, in addition to the No Child Left Behind Act. The BCS ELL program is an immersion program. Students are placed in an English speaking classroom with teachers who are fluent in their language or with teachers who had ENL training. Additionally, ELL students receive pull out supports by an ELL certified teacher. The process BCS takes to identify and support ELL students is outlined below:

- Provide the Home Language Identification Survey to all families
- Administer the NYSITELL (New York State Identification Test for English Language Learners) to students identified through the Home Language Identification Survey as speaking a language other than English at home. Based on outcomes of the NYSITELL assessment students are either mandated for 180 or 360 minutes of ELL instruction per week.
- Provide an Immersion program for ELL students with pull out supports by an ELL/TESOL certified teacher
- Administer the NYSESLAT New York State English as a Second Language Achievement Test in the Spring to determine continued eligibility in ELL services and inform parent of the child's status
- Provide ELL students with test accommodations for up to two years after passing the NYSESL.

Confidentiality

Student Records

Student records are considered confidential and are located in a locked file cabinet. Only those staff members who have contact with the students and who are on a “need-to know” basis will review records. Each person that reviews the records must sign an Access Sheet located in each file. The student’s official guardian may have access to their child’s records and may request copies of any information in the file. Files may not be removed from the building except through the mail system when they are officially requested from another school. All special education records are kept in confidential student files.

Conversations

Conversations between teachers, administration and parents about educational concerns and records are confidential. Information is not shared with staff members or school community members not involved in the initial conversation.

Concerns

Should a parent, staff member, board member, or visitor notice a breach of confidentiality, it is the responsibility of that person to bring the concern to the Principal. The Principal will address the situation on a case-by-case basis. Disciplinary action may be necessary. Families are entitled to appeal any decisions made by the Principal to BCS’ Board of Directors.

Brooklyn Charter School Learning Environment Overview

The Brooklyn Charter School Cornerstones

Every BCS student is expected to follow and live by four “Cornerstones” of success. The “Cornerstones” are designed to help each student build self-respect and respect for others, and develop into responsible leaders and citizens. The BCS Cornerstones are:

- We listen about each other;
- We care about each other;
- We respect each other; and
- We are responsible for what we say and do.

The Brooklyn Charter School Mission Principles (CCLLAS)

BCS students will learn the school mission through key principles. The mission principles will be taught during Harambee and school assemblies. The principles are also linked to The Comer Process Developmental Pathways. These principles are:

- **Creativity**—demonstrating talents, teaching and learning from others, participating in or initiating new opportunities

Cognitive Pathway (academic learning, class performance, flexibility of thought, acquisition-application-and generalization of knowledge-ability to make meaning of the environment)

- **Citizenship**—Cornerstones (caring, helping, taking responsibility, listening), respect for others, family partnerships, community of learners (learning about differences), safety, nurturing environment (serving others, outside community), supporting and sharing ideas, building positive relationships, communicating effectively and positively

Ethical Pathway (respect for rights and integrity of self and others, making choices based on self-interest and the collective good, conduct that promotes fairness and justice, commitment to the well-being of the community)

Social (empathy, appropriate conduct, social competence in diverse settings, ability to interact well with people of all backgrounds, friendships, relationships)

- **Leadership**—responsibility, respect for self and others, leading by example (role-models), making good decisions (problem-solving, learning from mistakes), confidence, self-respect, creating legacies

Language Pathway (competency in expressive and receptive language, situational appropriate language, a bridge for relationship building, a tool for self-reflection and learning)

Ethical Pathway (respect for rights and integrity of self and others, making choices based on self-interest and the collective good, conduct that promotes fairness and justice, commitment to the well-being of the community)

- **Life-Long Learning**—using learning habits, dedicating effort towards a goal, acting productively, thinking critically, problem solving, preparing, growing independently/individually, learning from mistakes, seeking new paths of learning,

Cognitive Pathway (academic learning, class performance, flexibility of thought, acquisition-application-and generalization of knowledge-ability to make meaning of the environment)

- **Awareness of Self**—growing psychologically, emotionally, cognitively, ethically, physically and socially, discovering motivations, pursuing happiness, living healthy lives & self-actualization, well-being, preparing to enter new situations or experiences

Psychological Pathway (self-worth, self-awareness, emotional management, school adjustment, academic self-concept)

Physical Pathway (physical health, nutrition, energy, physical rest, alertness)

Language Pathway (competency in expressive and receptive language, situational appropriate language, a bridge for relationship building, a tool for self-reflection and learning)

Ethical Pathway (respect for rights and integrity of self and others, making choices based on self-interest and the collective good, conduct that promotes fairness and justice, commitment to the well-being of the community)

Social (empathy, appropriate conduct, social competence in diverse settings, ability to interact well with people of all backgrounds, friendships, relationships)

- **Success**—achieving greatness, choosing a path, making beneficial choices, completing projects, & identifying with key individuals (role models past or present), being informed, performing appropriately academically and developmentally

Psychological Pathway (self-worth, self-awareness, emotional management, school adjustment, academic self-concept)

BCS Discipline/Reward Policy

The Discipline Policy of the Brooklyn Charter School is intended to intervene, respond and correct unwanted behaviors in an effort to maintain a safe school, to ensure the continuation of the teaching and learning process, and to allow children to understand the nature of their choices and subsequent consequences.

To that end, the Discipline Policy provides the faculty, students, and families with the stages of intervention and due process. All infractions of the discipline policy warrant the completion of a Discipline Report Form/Anecdotal Report (*see addendum*) or Incident Report.

This Policy has been revised to reflect compliance with existing:

Federal Law:

- Federal Case Law
- Individuals with Disabilities Act (IDEA)
- Gun-Free Schools Act

State Law:

- New York State Charter Schools Act

Charter Contract:

- Charter School Agreement

Code of Conduct:

The Brooklyn Charter School faculty and staff demonstrate clear behavioral expectations to set a tone and culture where students can be in a safe and orderly environment. Our faculty and staff handles all behavior fairly with consistency.

Brooklyn Charter will adhere to all of the values and expectations outlined in this handbook as a guideline for in-class disciplinary action, suspension, or expulsion of students.

In-school supports will include:

- conflict resolution and/or problem solving with a member of the Dean Team
- Social Emotional Learning activities
- in-school community service
- behavioral contract
- Functional Behavioral Assessment
- parent/guardian outreach
- positive behavioral incentives
- referral to counseling services (bullying, grief management, harassment, intimidation)
- restorative practices

All in-school supports are designed to teach the student the importance of making informed and thoughtful choices, controlling their own actions and attain a greater sense of civic responsibility.

In extenuating circumstances, students may be subject to suspension or expulsion if it is determined that they committed any of the infractions listed below and/or listed in the New York City Department of Education Discipline Code. *Please note that although Brooklyn Charter refers to the New York City Department of Education Discipline Code as a resource, the guidelines outlined in our handbook supersede the recommendations contained in the New York City Department of Education Discipline Code.*

Discipline Systems

Kindergarten-2nd - “Traffic Light “

GREEN- 1st Verbal or Non-Verbal warning

YELLOW- (2nd Warning) Repeated infraction. Student needs to be redirected and reminded of classroom expectations.

RED- (FINAL warning) Stop immediately or change behavior immediately.

The next infraction may lead to a student removal.

3rd -5th – “4” Strike System

Student’s name is written on the board.

1st check- a check is placed next to the student’s name. Verbal/ Non-Verbal warning given.

2nd check- a second check is placed next to the student’s name. Student needs to be redirected and reminded of classroom expectations.

3rd check- a third check is placed next to the student’s name. This is a final check and may lead to temporary class removal.

Once a student goes on Red (grades K-2) or receives a third check (grades 3-5), a removal form ("pink slip") must be completely filled out by the teacher or staff. The "pink slip" outlining the behavior will be taken to the Dean. The Dean will then review the pink slip; have the student write their account of the incident; speak to the adult who gave the pink slip and also the student; and then determine whether or not the behavior requires a temporary classroom removal.

If the Dean deems it necessary to remove a student from the classroom, it is the teacher's responsibility to provide the class work that is assigned during the allotted period, and contact the parent/guardian of the removed child before leaving school at the end of the day. The conversation must explicitly state the reason(s) why it was necessary to remove their child from the class.

When reviewing all possible removals, the students' prior circumstances are taken into consideration. (ie. personal issues happening at home that may affect current behavior; behaviors noted on IEP's; and all other extenuating circumstances). All student removals will be documented into official school records. Classroom removals are generally for one class period which gives the student time to talk to the Dean about how they are feeling and complete their classwork with assistance from the Dean, if necessary.

If a student has more than three removals in a one month period their parent/guardian is contacted to have a meeting with the classroom teacher(s), dean, and the Principal or Assistant Principal. The parent/guardian will be offered the option to have a Behavior Tracker sent home daily for fifteen days so that they are aware of their behavior throughout the day. This will allow all parties involved to note any potential patterns. If necessary, a behavioral intervention plan will be created; assistance with classroom management for the teacher will be done, and/or any other necessary adjustments to create a classroom environment where the student will not miss out on learning opportunities. A Functional Behavior Assessment will be created if the aforementioned strategies do not help the student behavior and the School Social Worker and Special Education Coordinator will be enlisted to ensure we are taking the necessary steps to assist the student and their family.

Non-negotiable Stipulations

As a student at the Brooklyn Charter School, there are certain behaviors and actions that impede one's ability to achieve at high levels, or serve as a detriment to our school's focus on high academic achievement and overall community wellbeing. Therefore in addition to the expectations for regular attendance, punctuality, and adhering to the school uniform policy, the following actions/behaviors will not be tolerated and will be dealt with quickly, effectively, and without hesitation, in order to maximize the success and welfare of all the members of our school community:

The following is a list of guidelines that outline Level I non-negotiable stipulations that are in effect for every student at the Brooklyn Charter School:

1. **Stipulation:** Chewing gum, eating candy and drinking soda while in the school building or on school grounds are not allowed.
Disciplinary Response: Any student observed chewing gum, eating candy, or drinking soda will be asked and expected to dispose of the chewing gum, candy, or soda in the nearest trash receptacle.
2. **Stipulation:** Eating food or drinking the allowed fluids of water, juice (or other special event related beverages), during non-designated times of the school day i.e. breakfast,

snack and/or lunch times and only in the cafeteria or designated area, will not be allowed, unless direct and discretionary permission from either the Principal, Assistant Principal, or Dean to do so was given.

Disciplinary Response: Any student who is eating food or drinking a beverage outside of the cafeteria or designated area and/or at a time other than his/her designated breakfast or lunch times, will be confiscated for return after school.

3. **Stipulation:** The use of personal electronic devices not directly associated with the school's academic program at any time during school hours, will not be allowed, and such electronic devices should not be visible or audible during school hours, unless direct discretionary permission to do so was given by either the Principal, Assistant Principal, or Dean.

Disciplinary Response: Any student who uses, or is in obvious possession of an unapproved electronic device during school hours will be asked by and expected to present the device to that staff member or nearest staff member. The student will only be allowed to have the item returned to him/her following the confiscating staff member being able to have a direct conversation with his/her parent/guardian regarding the confiscation of the item.

4. **Stipulation:** Insubordination in response to following the direction of a staff member who is enforcing a Level I non-negotiable stipulation will not be allowed.

Disciplinary Response: The student(s) will receive a removal form for violating school rules and for insubordination.

The following is a list of guidelines that outline Level II non-negotiable stipulations that are in effect for every student at the Brooklyn Charter School:

1. **Stipulation:** Fighting with any student from Brooklyn Charter School, or with another student from our school campus is unacceptable and will not be tolerated. Additionally, instigating/cyber-instigating, the relaying of information that leads to, and/or encourages another student(s) to engage in a fight, will not be tolerated and will be subject to disciplinary action.

Disciplinary Response: The student(s) will receive a suspension for fighting. The student(s) will receive a suspension for instigating.

2. **Stipulation:** Bullying (**including cyber-bullying**), intimidation, or making statements of a derogatory nature about or toward another student or staff member of the Brooklyn Charter School, will not be tolerated. Additionally, instigating, the relaying of information through digital or social media platforms, i.e., Facebook, SMS/text messaging, Instagram, FaceTime, Tic Tok, etc.), and/or encouraging another student(s) to engage in such behavior will not be tolerated.

Disciplinary Response: The student(s) may receive a suspension for the designated infraction.

School Policy regarding Removal of a Student from the Classroom Environment

As a student at the Brooklyn Charter School, it is expected that while present in any classroom you behave in manner that demonstrates that your main focus is on learning and your academic work. It is also expected that you behave in manner that allows an equal and fair opportunity for others in the classroom to learn in a safe, friendly, respectful environment, free of unnecessary

disruption. Therefore, it is the school's policy that any student who does not demonstrate that their main focus is on learning and their work, or impedes the educational process in the classroom, may be requested to be removed from the learning environment by their classroom teacher.

A teacher may request a student to be removed from the classroom for any of several reasons, including:

- Cursing/ Cursing at one another or Faculty
- Stealing, theft, or instigating such
- Fighting, or instigating such
- Bullying / Cyber Bullying or instigating such
- Egregious disrespect to teacher
- Throwing objects /across the classroom/ in the cafeteria/ in the gym/ on a school trip etc.
- Inappropriate touching; aggressive, sexual or playful

Suspensions and Expulsion:

A student who is determined to have violated any of the Brooklyn Charter policies outlined in this handbook or has committed any of the infractions listed below shall minimally be subject to a suspension, unless the Administrative Team determines that an exception should be made based on the individual circumstances of the incident and a student's disciplinary record. Depending upon the severity of the infraction, the student may be subject to a long-term suspension, expulsion, or referral to the appropriate city and/or state agencies.

Suspensions shall refer to the removal of a student from school for disciplinary reasons for a period of 1-4 days.

Long-term suspensions shall refer to the removal of a student from school for disciplinary reasons for a period of 5-10 days.

Expulsions shall refer to the permanent removal of a student from school for disciplinary reasons.

Examples of disciplinary infractions that may result in an in-school suspension include, but are not limited to, the following:

- Bullying, including cyber-bullying.
- Vandalizing school property and causing minor or major damage.
- Fighting.
- Instigating a fight or other conflict.
- Engaging in conduct that disrupts school or classroom activities, or endangers or threatens to endanger the health, safety, welfare, or morals of themselves or others.
- Insubordination.
- Stealing, attempting to steal, or knowingly possessing stolen property.
- Trespassing on school property.
- Being on a floor, in a restroom, or other area of the building without the express consent of a Brooklyn Charter School staff member.
- Abusing school property or equipment.
- Using obscene or abusive language or gestures.
- Engaging in acts of verbal or physical sexual harassment.
- Making a false threat against the school (bomb threat, terrorist acts, etc.) or pulling an emergency alarm when there is no emergency.
- Possessing tobacco, alcohol, or any illegal drug or substance.

- Wearing inappropriate, insufficient, or disruptive clothing or attire, including on Dress Down Fridays, or violating the Brooklyn Charter Uniform Policy.
- Refusing to follow the safety directions given by school safety officers or reacting in disrespectful ways towards these officials.
- Committing any other act which school officials reasonably conclude disrupts the learning environment of the school.
- Engaging in any speech or action that demeans another student or any individual inside or outside of the school building based on race, religion, gender, or sexual orientation.
- Repeatedly committing minor behavioral infractions may, in aggregate, be considered an infraction subject to formal disciplinary action.

Procedures for Suspensions:

The Administrative Team or Dean may impose a suspension or long-term suspension. Before imposing a suspension of any kind, the Administrator or Dean shall verbally inform the student of the suspension and the reason for it. The student(s) shall be given an opportunity to deny or explain the allegations against them. BCS will contact the parental/guardian via telephone to notify the family of the suspension. The Administrative Team or Dean will contact the parent/guardian of the student to discuss the situation and notify them verbally of the suspension. The details of the suspension will be outlined for the parent/guardian verbally. The Administrative Team or Dean will also give the student(s) a written letter notifying the parent/guardian that the student(s) has been suspended from school, along with a copy of the letter for the parent/guardian to sign and return to school by giving it to their child to bring back to the Administrative Team or Dean. The text of the letter shall provide a description of the incident or incidents which resulted in the suspension and shall offer the opportunity to confirm acknowledgement or for an immediate conference with the faculty involved with the suspension, requested staff members and/or Administrative Team and parent(s)/guardian(s). The parent/guardian can appeal the suspension by contacting the Principal and/or Board of Directors.

Examples of disciplinary infractions that may result minimally in a long-term suspension include, but are not limited to, the following:

- Assaulting any student or staff member.
- Possessing, using, or attempting to use or transfer any firearm, replica of a firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student or school.
- Committing or attempting to commit arson on school property.
- Possessing, selling, distributing or using any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at schools sponsored events.

A note about long-term suspensions:

A student who is determined to have committed any of the infractions listed above shall be subject minimally to a long-term suspension, unless the school principal determines that an exception should be made based on the circumstances of the incident, the student's disciplinary record, and if applicable the student's IEP. A student facing long-term suspensions may be subject to any of the disciplinary measures outlined elsewhere in this document, referral to city, state agencies and/or expulsion.

Procedures for long-term suspensions:

The members of the Administrative Team may impose a long term suspension for a period of 5-10 days, following the procedural protocol for suspensions previously outlined in this handbook. The Administrative Team will also contact the parent(s)/guardian(s) by phone to either schedule a hearing or confirm acknowledgement of suspension. Hearings or appeals will be held during regular school hours, or another mutually agreed upon time can be arranged, with the Principal, a representative from the School Board of Directors, the student, his/her parent(s)/guardian(s), another member of the Brooklyn Charter Administrative Team, and the staff member(s) involved, if any. At this hearing or appeal, all versions and accounts of the incident that led to the suspension will be heard, and a decision will be rendered by the Principal and Board of Directors representative regarding whether the suspension should be retracted or should a long term suspension should be upheld. If the Principal cannot reach a parent/guardian by phone, within two school days of the first attempt at contact, a certified letter will be sent to the home address on file at the school for the student informing the parent(s)/guardian(s) of the hearing time and place. Failure to respond to the request for a hearing, or failure to show for the hearing will not be cause for the hearing to be delayed, and the hearing will occur without the presence of the parent(s)/guardians(s) and/or student(s), and the decision of the Principal and Board of Directors representative will be made as a result of the hearing will be upheld.

Procedures for expulsions:

If a child is being considered for expulsion from Brooklyn Charter School, the Principal shall provide written notification to the student and his or her parent/guardian that the student is being considered for expulsion. The written notification shall also set a time and place for a formal appeal conference with the Principal, a representative from the school's Board of Directors, Assistant Principal and/or Dean of Students and shall inform the parent/guardian of their rights. Except for those items that, under state and federal law, require immediate expulsion, the Principal or her designee may not expel a student unless a prior written and verbal warning for expulsion has been issued to both the student and his or her parent/guardian that includes an explanation that clearly states the reason(s) warranting the expulsion. Following the formal appeal conference, if the Principal, or her designee, maintains that expulsion is still the necessary action, the Principal, or her designee, will issue a recommendation of expulsion to the School Board who will convene a designated Committee to hear the recommendation at or prior to the next scheduled Board Meeting. At this hearing, the recommendation for expulsion will be heard and shall include a description of the behavior and/or academic problems indicative of the need for expulsion, a description of the alternatives explored, and prior action taken to resolve the problem. The parent(s)/guardian(s), should they so choose, may also present materials to the Committee. After presenting the matter to the Committee of the Board, the Committee of the Board will render a formal decision within 30 days of the hearing, and will formally notify the parent(s)/guardian(s) by certified letter of their decision. The decision of the Committee of the Board will have immediate effect.

Supplementary instruction:

Students who are suspended will be provided with 2 hours of alternative instruction in ELA and Math, in school, on days of their allotted suspension. Arrangements will be made between the school and each individual family for the delivery of services, pick up/delivery of work, and the making up of any missed assignments and classroom instructional support. All mandates associated with the Individuals with Disabilities Education Act (IDEA) will be followed for students with disabilities.

Due process procedures:

If a student with disabilities has an Individualized Education Plan (IEP) that includes disciplinary guidelines, then that student will be disciplined according to those guidelines as required by IDEA. All

mandates and appropriate procedures for SWDs or students undergoing an evaluation associated with the Individuals with Disabilities Education Act (IDEA) will be followed for said students. School procedures explaining this information is available in writing at the school. Such information includes but is not limited to; sending procedural safeguard notification to parents, sending immediate and contemporaneous written notice to the NYC DOE, ensuring staff with knowledge of student behavior's participate in MDR meetings scheduled by the NYC DOE, ensuring appropriate school faculty provide information in IEP meetings to determine alternate education and services for students as necessary and procedures to implement alternative education and special education services determined by the IEP team. There are procedures in place that address and determine patterns of behavior and behaviors that are determined not to be a pattern for student removals which may or may not result in disciplinary change of placement. There are rules and procedures for implementing an Interim Alternative Setting (IAES) for SWDs involving special circumstances such as weapons, illegal drugs, controlled substances, and or serious and/or bodily injury as well as required services for a SWD removed to an IAES for not more than 45 school days. In accordance with IDEA, a student that has an IEP or is in the process of undergoing an evaluation by the Committee on Special Education (CSE), may be removed from the classroom, suspended, and/or excluded from his/her current educational program for a term of up to ten (10) school days, and must be provided with alternative instruction to the same extent as students in general education. They must also be provided with all of their related services, if applicable. Prior to a student that has an IEP or is in the process of undergoing an evaluation by the CSE being excluded from the current educational program for an eleventh (11th) school day, the special education coordinator will work with the CSE team to schedule a manifestation determination review (MDR) in order to determine if the student's behavior is a result of his or her disability. Before the MDR is held, the school staff will meet with the student's parents to explain the process and next steps. All pertinent staff members will attend and follow the recommendations from the MDR.

Appeals

The student's family may elect to appeal a decision by the administration of the Brooklyn Charter School Principal, Assistant Principal or Dean to impose a long-term suspension or expulsion to the Board of Directors. If you wish to appeal a decision to the Board, you may do so by following the Procedure for Filing a Complaint outlined on page 34 of this handbook. The family may bring counsel with them if they desire.

Confiscation of Inappropriate Materials or Objects

Any BCS staff member can and will confiscate materials or objects that are considered disruptive or dangerous. These materials and/or objects will be held in the Dean's office until a parent retrieves the item. Items including, but not limited to electronic equipment, clothing or materials containing vulgar messages will be confiscated.

Cell Phones in School

Please be advised that cell phones are not permitted to be used in school between the hours of 8:00 a.m. and 3:30 pm. If a student needs to communicate with a family member, all calls should be made from the main office. Cell phones will be confiscated and returned to an adult only. BCS assumes no responsibility for lost or stolen electronic items (cell phones, iPads, tablets, game systems, etc.)

The Principal or designee will oversee the following process: Please note that the sequence of Sections I, II. a, II. b denote a **Due Process for All Students** such that:

- a) The student is given oral or written notice of the infraction in question
- b) If the infraction is denied by the student, an explanation of the evidence is provided by the BCS

Administration

c) The student is given the opportunity to present their version

I. *Interventions/Supportive Action*

Interventions will be developed for any student who repeatedly does not follow in-class or school-wide discipline systems. This effort is intended to help the student understand the school's expectation for acceptable behavior. Examples of interventions are:

- Teacher created consequence for infraction of classroom rules and expectations
- School-wide consequences for infractions of school-wide discipline policy or repeated classroom infractions
- Behavioral Anecdote/Discipline reports sent to parent and placed in student's school file
- Response to Intervention Team (RTI) along with teacher, create behavior contracts, management plans, behavior chart, communication notebook/slips, parent/teacher journals, meeting with parents before school, parent positive calls, phone log, and/or tangible signals.
- Teacher and Principal meet with family and document possible interventions
- Student and family meet with school counselor
- Family meets with the Principal and RTI Team to set goals and make recommendations for other interventions, like change of classroom, if possible.
- Family expectations/interventions at home are outlined

The Principal may determine that the student is in need of outside support in order to be an effective member of the school environment and may request outside supports such as the following:

- Recommendations for off-site counsel with support referrals
- Possible referral to the Committee on Special Education

II. a. *Responsive Action*

In the event that a student does not respond to interventions or supportive actions, the Principal may move toward more responsive actions, as described on the Levels of Severity and Consequences Chart (below). Actions taken by the Principal can include:

- Referral for counseling services with the school Social Worker
- Meeting with the parent/guardian to discuss student receiving outside support which our Social Worker and/or Special Education coordinator will assist the family with finding
- Suspension

II. b. *Responsive Action*

In the event that a student with a disability or deemed to have a disability does not respond to intervention or supportive actions and unwanted behaviors are repeated, the Principal may move toward more responsive actions in accordance with applicable laws under the IDEA Act. Follow levels of Severity and Consequence Chart below for a Student with Disabilities

Expulsion & Long-Term Suspension (See Levels of Severity & Consequences Chart Levels 4-5)

While the Brooklyn Charter School will act in the best interest of all its students and families, the school also recognizes its limitations to accommodate all children. Some children may be best served at other educational sites. The Principal has the authority to recommend students for expulsion in order to maintain a safe operational environment for all students at BCS.

Definition of Expulsion

Expulsion is defined as the permanent removal of a student from BCS for disciplinary reasons. That student cannot reapply to BCS.

Reasons for Expulsion

The Brooklyn Charter School will expel a student for repeated behavior that threatens or compromises the safety of the school community, or, the sanctity and order of the learning environment (See examples of Disruptive Behaviors, Levels 3-5).

The Principal will propose motion for expulsion after 5 out-of-school suspensions, since this frequency represents a repeated pattern of behavior that disrupts the learning process. The Principal can also recommend expulsion if a student engages in egregious disrespect that hinders the ability of the school to function.

Step-wise Process/Expulsion

- After the 3rd out of school suspension, when the student is ready to return to school there will be a mandatory meeting with the family and the Dean of Students
- After the 4th out-of-school suspension, when the student is ready to return to school there will be a mandatory meeting with the family, Principal and the Dean of students
- Upon the 5th out-of-school suspension, a formal letter of next step consequence is sent to the family, the BCS Board of Trustees is notified, the NYC DOE Office of Charter Schools is notified, and there is a mandatory meeting with the Principal, and Dean of Students
- After the 5th out-of-school, the Principal will recommend expulsion and arrange a hearing, which will involve the student, parents, Principal and Dean of Students. The hearing will clarify the infractions and define whether expulsion is warranted.

If Expulsion is warranted the following steps will be taken:

- The Principal or designee will conduct a thorough investigation and solicit written reports and testimonies from victims, witnesses and all parties involved. BCS will also produce prior written reports. BCS Board of Trustees is notified.
- Upon completion of the investigation, the Principal will determine if the student's conduct warrants expulsion and if it does, will notify the student's family in writing of the infractions and consequences
- The Principal will convene an expulsion hearing at the school, to take place within 5 school/business days. The family will be notified of the hearing with right to counsel. Participants are Principal, Dean of Students, Student and Family. After the pronouncement of expulsion an official letter will be placed in the student's file with copy to the NYC DOE Office of Charter Schools
- Any student who is expelled has the right to appeal the decision in writing to the BCS Board of Trustees within 10 days of the date of expulsion. Appeals will be heard at the discretion of the Board. A date, time and place will be set by Board designee, and the family and student notified of the appeal appointment and the right to legal counsel.

Discipline Policy Levels of Severity and Disciplinary Response Chart

Level of Severity for Behavior	Disciplinary Response including, but limited to:
1	<ul style="list-style-type: none"> ● Discipline form to Dean of Students ● Teacher/Child conference ● Time-out in the classroom ● Time-out of the classroom ● Teacher notifies Family/phone call home
2	<ul style="list-style-type: none"> ● Discipline form to Dean of Students/Copy to Family & File ● Administrator/student conference ● Administrator notifies family/phone call home ● Loss of school privileges (loss of a trip, loss of recess, non-performance in a show) ● Community service (assist in another classroom, cafeteria, office, etc.) ● Intervention/mediation
3	<ul style="list-style-type: none"> ● Discipline form to Dean of Students/Copy to Family & File ● Family/Teacher/Administrator Conference ● Loss of school privileges (loss of a trip, loss of recess, non-performance in a show) ● Community service (assist in another classroom, cafeteria, office, etc.,) ● Parent picks up child (student poses threat to self or others, excessive tantrum) ● In-school suspension with instruction ● Intervention/mediation
4	<ul style="list-style-type: none"> ● Discipline form to Dean of Students/Principal/Copy to Family & File ● Family/Administrator/RTI conference ● Loss of school privileges (Loss of a trip, loss of recess, non-performance in a show) ● Community service (assist in another classroom, cafeteria, office, etc.,) ● 1-3 day out-of-school suspension- packet of work home and student is allowed two hours of instruction each day of suspension ● Intervention/mediation

5	<ul style="list-style-type: none"> ● Discipline form to Dean of Students/Principal/copy to Family & File ● Family/Administrator conference ● Loss of school privileges (Loss of trip, Loss of recess, non-performance in a show) ● Community service (assist in another classroom, cafeteria, office, etc.,) ● 3-10 day out-of-school suspension – packet of work home and student is allowed two hours of instruction each day of suspension ● Exceeding a 10 day out of school Suspension-hearing with Board of Trustees ● Recommendation for Expulsion
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Discipline Policy Levels of Severity and Disciplinary Response Chart for a Student with Disabilities
(Class removals will be tracked and included in the school's count of removals for students with disabilities.)

Level of Severity for Behavior	Disciplinary Response including, but limited to:
1	<ul style="list-style-type: none"> ● Discipline form to Dean of Students ● Teacher/Child conference ● Time-out in the classroom ● Time-out of the classroom ● Teacher notifies Family/phone call home
2	<ul style="list-style-type: none"> ● Discipline form to Dean of Students/Copy to Family & File ● Administrator/student conference ● Administrator notifies family/phone call home ● Loss of school privileges (loss of recess, non-performance in a show) ● Community service (assist in another classroom, cafeteria, office, etc.,) ● Intervention/mediation
3	<ul style="list-style-type: none"> ● Discipline form to Dean of Students/Principal/Copy to Family & File ● Family/Administrator/RTI Conference ● Loss of school privileges (loss of recess, non-performance in a show) ● Community service (assist in another classroom, cafeteria, office, etc.,) ● Parent picks up child (student poses threat to self or others, excessive

	<p>tantrum)</p> <ul style="list-style-type: none"> ● In-school suspension with instruction ● Intervention/mediation
4	<ul style="list-style-type: none"> ● Discipline form to Principal ● Family/Administrator/RTI Team conference ● Loss of school privileges (loss of recess, non-performance in a show) ● Community service (assist in another classroom, cafeteria, office, etc.,) ● 1-3 day out-of-school suspension – packet of work home and student is allowed two hours of instruction each day of suspension ● Intervention/mediation <p>Procedural Guidelines for Students with Disabilities or deemed to have a Disability:</p> <p>A. If removal is (a) 10 or fewer consecutive school days and (b) 10 or fewer cumulative school days in a school year, BCS can remove the student and provide services similar to students without disabilities.</p> <p>B. If cumulative suspension exceeds 10 days in a school year but are not more than 10 consecutive school days, determine if a pattern of removal exists</p> <p>1. If no pattern exists, BCS may remove the student to an Interim Alternative Education Site (IAES) and provide special education services for Progress toward IEP goals and participation in general education curriculum</p> <p>2. If a pattern does exist</p> <ul style="list-style-type: none"> ● A change of placement will occur and the CSE determines the special education services for progress toward IEP goals and participation in general education curriculum. BCS will determine the IAES that will implement service recommended by CSE <p>OR:</p> <ul style="list-style-type: none"> ● A change of placement will

	<p>occur and BCS will send notice of discipline and procedural safeguards notice ("PSN") to parents and notify the CSE (DOE). The CSE will send Manifestation Determination Review (MDR) notice and PSN to the parents. MDR will occur within 10 days of the removal or the decision to change placement</p> <ul style="list-style-type: none"> ● MDR team DOE, Parents, relevant IEP team Members from DOE & BCS will determine if the conduct was a manifestation of the student's disability. <p>a. If determined it is NOT a manifestation of disability, BCS may remove the student and provide services recommended by the CSE</p> <p>b. If determined it IS a manifestation of disability....then....</p> <ul style="list-style-type: none"> ● CSE will conduct a Functional Behavior assessment and develop/modify the Behavioral Intervention Plan which BCS will implement <p>OR</p> <ul style="list-style-type: none"> ● CSE & BCS will remedy deficiencies in IEP and implementation of IEP, respectively. <p>OR</p> <ul style="list-style-type: none"> ● Student will return to BCS unless: <ol style="list-style-type: none"> 1. The misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury. BCS can remove the student for up to 45 days to an IAES and BCS will implement services recommended by CSE <p>OR</p> <ol style="list-style-type: none"> 2. The parent and CSE agree to a change of placement
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	<p>C. If removal is more than 10 consecutive school days:</p> <ul style="list-style-type: none"> • A change of placement will occur and BCS will send notice of discipline and procedural safeguards notice (“PSN”) to parents and notify the CSE (DOE). The CSE will send MDR notice and PSN to parents. MDR will occur within 10 school days of removal or the decision to change placement • MDR team, DOE, Parents, relevant IEP team members from DOE and BCS will determine if the conduct was a manifestation of the student’s disability <p>a. If determined it is NOT a manifestation of disability, BCS may remove the student and provide services recommended by CSE</p> <p>b. If determined it is a manifestation of disability, CSE will conduct a Functional Behavior Assessment and develop/modify the Behavioral Intervention Plan which BCS will implement</p> <p>OR</p> <ul style="list-style-type: none"> • CSE & BCS will remedy deficiencies in IEP and implementation of IEP, respectively <p>OR</p> <ul style="list-style-type: none"> • Student will return to BCS unless: <ol style="list-style-type: none"> 1. The misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury. Then BCS can remove the student for up to 45 days in an IAES and BCS will implement services recommended by the CSE <p>OR</p> <ol style="list-style-type: none"> 2. The parent and CSE agree to a change of placement
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5	<ul style="list-style-type: none"> • Discipline form to Dean of Students/ Principal/Copy to Family and to File • Family/Principal conference • Loss of school privileges (loss of a trip, loss of recess, non-performance in a show etc.,) • Community service (assist in another classroom, cafeteria, office, etc.,) • 3-10 day out-of-school suspension – packet of work home and student is allowed two hours of instruction each day of suspension • Hearing with Board of Trustees • Request for Transfer • Refer to Section 4 above: Procedural Guidelines for Students with Disabilities or Students Deemed to have a Disability.
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Discipline Policy Examples of Disruptive Behavior

Behaviors/Infractions	Level of Severity <i>*Repeat behaviors may move students' acts to higher levels of severity.</i>
<ul style="list-style-type: none"> ▪ Throwing an object ▪ Defiance (intentionally not following or ignoring directions given by a staff member) ▪ Tantrum ▪ Leaving the classroom without permission ▪ Leaving the classroom and hiding ▪ Name calling (student) teasing ▪ Using inappropriate or offensive comments, engaging in inappropriate physical contact 	1-2
<ul style="list-style-type: none"> ▪ Hitting/kicking a child ▪ Fist fighting ▪ Spitting on a child or Teacher ▪ Engaging in behavior which creates a substantial risk of, or results in injury ▪ Ganging up on a child ▪ Leaving the school compound without permission ▪ Leaving the class at the park or on a field trip ▪ Using profane or obscene language or gestures ▪ Biting a child ▪ Choking 	3-5

<ul style="list-style-type: none"> ▪ Pushing a child ▪ Threatening and/or engaging in intimidation, coercion, or extortion ▪ Using any object to intentionally inflict injury upon a child • Vandalizing school property or another's belongings • Theft • Cyber Bullying • Plagiarism 	
<ul style="list-style-type: none"> ▪ Using any weapon to attempt to inflict injury or harm to school personnel, students or others ▪ Possessing any weapon, other than firearms ▪ Possessing any weapon or using firearm ▪ Using any weapon, other than a firearm to inflict injury upon school personnel, students, or others • Possession of or distribution of Illegal Drugs and /controlled substances ▪ Engaging in sexual harassment (<i>e.g., sexually suggestive comments, innuendoes, or propositions, inappropriate physical contact of a sexual nature such as touching, patting, pinching, etc.</i>) 	5, Police report

Confiscation of Inappropriate Materials or Objects

Any BCS staff member can and will appropriate materials or objects that are considered disruptive or dangerous. These materials and/or objects will be held in the office Of the Principal until a parent retrieves the item. Items including, but not limited to cellular telephones, electronic equipment, beepers, clothing or materials containing vulgar messages will be confiscated.

In-Class Reward System

Each classroom institutes a reward system of discipline to ensure a positive learning community. In order to maintain this environment, teachers will identify the areas of need for their classes and help students to meet expectations in those areas through a reward system. For example, a class may need assistance in transitioning from the carpet to the desks, quietly. Given this goal, the students, as a class, work to earn points/checks. Each time the class follows the rule and accomplishes the goal; points/checks are added to the chart. Once the class earns a predetermined number of points/checks, the class will be rewarded. The rewards will mostly be non-material such as extra recess, free time, or a short celebration. When the original goals are met, the goals will be changed or accommodated to reach new levels of student achievement.

Reward System

Students who meet the criteria will be eligible for awards, and will earn special privileges and recognition.

Some students may need the assistance of an individual intervention plan to help them achieve their personal goals in the classroom. The teacher may create a separate reward system with certain students. These students may not participate in rewards with the whole class, but will have individual rewards determined by the student and the teacher.

School-Wide Reward System

The Brooklyn Charter School has developed a program to help students strive for excellence in citizenry by setting an example for the entire student body school in demonstrating the BCS Cornerstones consistently. The following criteria must be met in order for a student to receive distinction and honor:

- Follows The Brooklyn Charter School Cornerstones.
- Assists classmates in earning rewards for positive behavior (does not receive any discipline reports)
- Completes homework and class work daily
- Wears BCS uniform daily
- Attends school daily, on-time
- Complies with all safety protocols on the Bus

Students who meet the criteria will be eligible for awards, shopping at the BCS store and will earn special privileges and recognition.

Student Appearance & Dress Code Guidelines

The student appearance and dress code is intended to ensure that students develop a personal environment that is focused on academic achievement and success. Ancillary goals are to: create a more cohesive student body through school pride and unity; reduce materialistic competition; and guarantee that students are dressed appropriately for attending school.

UNIFORMS

Every student that enters BCS must wear the prescribed uniform each day that school is in session. The uniform can be purchased at Cookie's Uniform Store or IDEAL (plaid 2A for The Brooklyn Charter School). Failure to wear the proper uniform or meet the dress and grooming standards will be met with the following consequences; (1) a reminder notice will be sent home outlining proper uniform etiquette, (2) a telephone call requesting a change of clothing. In extenuating circumstances, students may be sent home for a change of clothing or be given a uniform to wear for the day. **On Friday's, students are allowed to appropriately dress down.** Students may be out of uniform on School Spirit Days if they are participating.

Kindergarten students are required to wear a polo or button down shirt (white, red or grey), and paired with appropriate pants or jeans. **This may be subject to change.**

GIRL'S (grades 1st-5th) uniform consists of:

Plaid jumper or skirt
Black or grey pants/jeans
White button down shirt
Plaid crisscross tie
Red cardigan sweater or vest
White/Red/Grey Polo shirt with School logo (school logo optional)

BOY'S (grades 1st-5th) uniform consists of:

Black or grey pants/jeans
White button down shirt
Plaid tie
Red cardigan sweater or vest
White/Red /Grey Polo shirt with School logo (school logo optional)

DANCE *uniform consists of:*

Grey t-shirt with BCS logo

Grey sweatshirt with BCS logo

Grey sweatpants with BCS logo

Sneakers

Dress and Grooming Standards

Uniforms must fit properly (not baggy or over-sized).

Tops must be tucked into the bottoms.

Belts are required for those wearing pants.

Undergarments should not be visible at any time.

Hats and/or other inappropriate accessories shall not be worn in school, unless required for medical or religious reasons.

Hats and/or other accessories shall not display lewd, vulgar, obscene, or offensive language or symbols

Closed toed shoes are required at all times for all students.

DISTRESSED GARMENTS AND LEGGINGS OF ANY KIND ARE STRICTLY PROHIBITED.

Attendance Policy

It is the goal of The Brooklyn Charter School (BCS) that every student attends school every day. For the 2020-2021 school year, every BCS student must be enrolled and in attendance beginning on September 14, 2020. The school building opens at 9:00 a.m. to receive students. Under School Attendance Laws of New York State, parents/guardians are responsible for their child's regular attendance and punctuality. As a reminder, BCS academic year spans 10 months from September 13, 2021 - June 25, 2022, and the school day is 8:30 a.m. – 4:00 p.m. (Monday - Thursday) and 8:30 a.m. - 3:00 p.m. on Fridays.

Absence

If a student is or will be absent, the parent/guardian is expected to contact the school no later than 9:00 a.m. on the first day and indicate the anticipated duration of absence.

Furthermore, a written excuse must accompany the child when returning to school. The written excuse must include the reason for the absence and the date(s) of the absences(s). The note must be signed by the parent/guardian. A student is allowed to miss 15 days of school before being considered for retention in his/her grade. BCS is required by law to notify the Administration for Children Services if there is reason to believe that a parent is neglecting their child's education through excessive non-attendance of school.

Excused Absences

An excused absence or tardiness is one for which work can be made up, such as:

- Death or severe illness in the student's immediate family;
- Illness of the student after a total of three (3) cumulative full-day absences due to illness; students are required to present a written statement from a medical professional (doctor, dentist, psychologist, etc.) in order to be excused.
- Religious holidays and practices approved in advance by the Principal;
- Medical and dental appointments
- Family emergencies requiring immediate attention, as approved by the Principal;
- Court appearances requiring the student's attendance;

All other absences will be considered unexcused and will carry the appropriate consequences.

Tardiness

For students to achieve, they must be in school at the beginning of the instructional day and must arrive on time. It is the parent's/guardian's responsibility to ensure their children are at school on time and ready to learn.

A student is considered tardy if he or she arrives after the designated start time of 9:30 a.m. Students must be checked in to school by parent/guardian or authorized adult through the main office (Room 327). Late arrivals will be counted as an absence or tardy according to the arrival time. Three unexcused days of lateness in one-month will equal one absence. The process for determining whether tardiness to school is excused is identical to that for excused or unexcused absences.

If a student arrives after 9:30 a.m., he or she and the parent/guardian must secure a late pass from the main office, room 327, to enter the classroom. Teachers will not accept students who do not have the appropriate pass after 9:30 a.m.

Early Dismissal

In case of early dismissal, a parent must contact the school's main office. Parents should arrive at the Vernon Ave entrance and wait for their child outside of the building. **Family members should not enter the building unless a scheduled appointment has been made or requested by BCS administration.** Early dismissal is discouraged because the student will miss important information.

Late Pick-Up

On a daily basis, students are dismissed at 3:55 p.m., Monday-Thursday, and are dismissed at 3:00 p.m. on Friday's. Students remaining at BCS (unless attending after-school programs), after dismissal will have to be signed out by a parent. This provides families with a 30-minute grace period. In the event that the family is late, they will need to sign a late pick up log, and if reoccurrence is an issue the family may be called in for a meeting with Administration. In extenuating circumstances the Police Precinct will be notified of child abandonment and Administration of Child Services.

After-School Late Pick-Up

Most after-school programs end at 5:45 P.M. Monday-Thursday. Families will be provided with a 15-minute grace period for pick-up. In the event that the family is late, they will need to sign a late pick up log, and if reoccurrence is an issue the student may be dismissed from the after school program.

Transportation To and From School

The Brooklyn Charter School (BCS) Bus/Transportation Policy is intended to ensure proper arrival and dismissal procedures, as well as, ensure the safety and well-being of children as they ride the school buses to and from school each day. The cooperation of all faculty, families, and providers is needed and appreciated! The bus driver, bus matron, and students will be required to wear a mask at all times.

Yellow Bus Provider

School buses are provided by the Office of Pupil Transportation (OPT) of the Department of Education through Allied Bus Corporation (718) 485-8002. The bus routes are generated at OPT and forwarded to BCS. BCS does not manage the operators or the time of pick up and drop off. This is the responsibility of the dispatcher at Allied Bus Corp. Complaints regarding drop off and pick up should be directed to the dispatcher at Allied Bus Corp.

Arrival of Bus Students

Children are picked up at their designated stops and brought to BCS via bus. Children are not to disembark or enter the school before 8:30 a.m. each day that school is in session. Bus operators must remain with the students until the building is opened and dropped off safely inside of the school. **While waiting to be picked up from the bus stop, children should be practicing safe social distancing and wearing a mask at all times.**

Bus Policy

Expectations of Bus Students

BCS recognizes that the bus is solely a means of transportation for the students. Students are required to board the bus, sit in their seat, with seat belts on, and ride the bus to their destination to and from school in a safe and orderly manner. Any deviation from this expectation is a choice that the student makes and the student will be held responsible and accountable for their actions. **While on the bus, children should be practicing safe social distancing and wearing a mask at all times.**

Bus Matrons

BCS will provide certified Bus Matrons on as many buses as possible. While Bus Matrons are not mandated on General Education buses in New York City, BCS wants to ensure the safety and comfort of all students who ride the school buses. Bus Matrons will be masked at all times, responsible for sanitizing children's hands and doing temperature checks daily prior to entering the bus. **Bus Matrons are also responsible for collecting the health screening form before entering the bus. An electronic version is available and must be completed between 6:30 a.m. and 8:30 a.m. the day of.**

Department of Education Health Screening Link:

<https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhealthscreening.schools.nyc.gov%2F&data=02%7C01%7CECochran3%40schools.nyc.gov%7C2e521d2185f5429a81fd08d851fc9b77%7C18492cb7ef45456185710c42e5f7ac07%7C0%7C0%7C637349504118137493&sdata=tbarQXs2JZey%2Bq0qtuvYB2%2B667KIKFSwSPTd7ILFNWg%3D&reserved=0>

Requirements for Riding the Bus

- ✓ When a student boards the bus, he/she is to immediately sit in his/her assigned seat and fasten the seat belt securely around their waist. **Students will no longer be allowed to sit next to each other unless they live in the same household.**
- ✓ BCS students are to remain seated at all times while the bus is in motion and until the bus driver stops and indicates that the child should get off of the bus
- ✓ BCS students are expected to use a low speaking voice while on the bus. Screaming and yelling at each another or to people on the street, or at the bus driver is unacceptable.
- ✓ All school rules apply while BCS students are on the bus and all steps of the Discipline Policy are enforced.
- ✓ Fighting/violence of any kind, obscene language is unacceptable.
- ✓ Disrespect and disregard for safety and the bus driver is unacceptable.
- ✓ Should any family member, faculty, student or community member witnesses unwanted behaviors, please call or write to inform the Principal immediately.
- ✓ BCS students are expected to be polite, courteous, and non-confrontational.
- ✓ Family members are not allowed to ride or allowed inside the bus.
- ✓ Complaints about bus drivers or bus service must be filed with Allied Bus Corporation at 718-485-8002.

Response to Behavior

- ✓ Families will be notified of all infractions and consequences in writing or by telephone.
- ✓ First time incidents result in a warning, loss of recess, community service and parent notification.
- ✓ Second time incidents result in a suspension of riding the bus for up to 20 days.
- ✓ Third time incidents result in suspension of riding the bus for the entire semester.
- ✓ Fighting/violence of any kind may result in suspension from the bus. The length of time to be determined by the Principal/and or his/her designee. **Bus suspension does not apply to students who**

have bussing mandated on their IEP's.

Please note that while a child is on suspension from riding the bus, families are responsible for getting the child to and from school in accordance with the attendance policy. A student metro-card will be provided to students with extended or permanent bus suspensions if the address on file of the student warrants a Metro Card.

Dismissal of Bus Students

BCS will dismiss bus students at 3:30 p.m. Monday – Thursday, and 3:00 p.m. on Friday's. In the case of an Emergency dismissal, all families will be contacted by telephone.

- ✓ At 3:15 p.m. Assistant Teachers and designated staff will gather all bus children and bring them to the cafeteria. Children will be sorted according to bus routes and escorted onto the appropriate bus by matron.
- ✓ Children are not allowed outside the school unless accompanied by an adult or BCS staff member
- ✓ All families are expected and required to pick up all children on time at the bus stop.
- ✓ In the event that there is no family member at the bus stop, the child will be returned to the school via the bus and calls will be made from the school to the family.
- ✓ In the event that a child is left behind or is returned on the bus and all attempts to contact the family have failed, the child will be turned over to the proper authorities with a copy of their emergency contact information: 79th Precinct, 263 Tompkins Avenue, Brooklyn NY 11221; Tel: (718) 636-6611.
- ✓ Families who consistently neglect to pick up students at bus stops will be asked to make alternative arrangements for transportation.
- ✓ In the event that a family does not want their child to ride the bus for the day, the school must be notified with the student's dismissal arrangements by **12:00 p.m. via telephone.**
- ✓

Metro Cards

Students who do not receive yellow bus service through the Department of Education may be eligible for a student Metro-Card. Students may not receive both yellow bus service and a metro-card. If you believe your child is eligible for a metro-card, please inquire at the main office (Room 327). Lost or stolen metro-cards must be reported to the Manager of Student Services in the main office.

Private Transportation

Several students at BCS utilize a private van services. If your child rides a private van service, it is imperative that a written letter is submitted to the main office, outlining the van transportation information including name of transporter and contact information. Private company transporters must drop off at 9:00 am and arrive for pick up at 2:30 pm Monday –Thursday. Students (fourth and fifth grade only) who are requested by their families to walk home, or travel to another site, other than home, must file a request, signed by the family/legal guardian that is placed in the child's school file.

Arrival and Dismissal

Arrival

All BCS students are expected to enter the building through the doors located on Vernon Avenue. **Students will not be permitted to enter the building prior to 8:00 a.m.** Neither BCS nor PS 23 will take responsibility for any student arriving before 8:00 a.m. **Students in Kindergarten, 1st, and 2nd grades, cannot be left unattended at the Vernon Street nor Willoughby Avenue entrances.** Families/Students arriving at 8:00 a.m. will line up in their respective areas for their grade on Vernon Avenue. Students will then enter the building where their temperatures will be taken and their hands will be sanitized. Students

will be given an option for breakfast and will be immediately directed to their classrooms. **Family members or visitors are not allowed to enter the building at anytime due to Department of Health regulations.**

Dismissal

BCS dismisses its students at 4:00 p.m. Monday-Thursday, and at 3:00 p.m. on Fridays. Dismissal will be at the Vernon Avenue entrance/exit between 4:00p.m. - 4:30p.m. Students will be sent down to the their family member in the order of the family member's arrival. If a family member must speak with a teacher or school personal, they must call to schedule an appointment in advance.

Students (4th & 5th graders ONLY), with written and signed consent to leave the premises without a guardian will also be dismissed at this time.

Family members or visitors are not allowed to enter the building at anytime due to Department of Health regulations.

Breakfast and Lunch Program

BCS participates in the National School Food Program, which provides students with two meals per day. Lunch applications must be completed at the beginning of each school year. BCS depends on these applications for funding for academic materials necessary for providing quality education to our students. Please be advised that students will not be charged for breakfast and lunch regardless of economic status.

Breakfast begins at 8:00 a.m. and ends at 8:25 a.m. Lunch schedules are in the process of being completed as the school is co-located with P.S. 23.

Family & Visitor Policy

This policy documents procedures and guidelines for all visitors to The Brooklyn Charter School (BCS).

Visitation

Visitors over the age of 18 must be vaccinated in order to enter the building. An appointment must be made prior to coming to the building by contacting the main office and/or whomever you are visiting.

BCS School/Family Compact

BCS families are an essential part of a student's educational life at school. BCS asks that families participate in the school in a myriad of ways.

- **Strive for Academic Excellence** – assisting with homework, making school a priority, communicating with teachers regularly
- **Demonstrating Active Learning Habits** - monitoring student play, encouraging active learning
- **Be a Good Citizen in the BCS Community** - teaching students to be responsible, assisting school with 20 hours of service, setting an example for student behavior
- **Come to School Ready to Learn** - ensuring students wear school uniform; ensuring students arrive to school on time and come to school every day

Maintenance of Public Order on School Property

In accordance with Chancellor's regulation A-410 Maintenance of Public Order on School Property, the Principal has the overall responsibility and authority to regulate the admission of visitors and oversee their conduct while in the school or on school property. The Principal also has the authority to grant or deny a visitor's request to enter the school. Such decisions should be reasonable and consistent with both the needs of the school, its safety and the right of the public to visit the school.

Visitors who violate established procedures regarding visits to the school, whose conduct and behavior in the school jeopardizes the safety of students, faculty, or staff, or who endanger school property or interfere

with the programs or activities of the school are subject to immediate removal from school property by order of the Principal. Such visitors are also subject to arrest and prosecution where the law has been violated. Safety procedures require that all visitors, including families enter and exit the building through stairway #7, unless specified otherwise.

Wellness and Medication

BCS Policy regarding illness is designed to insure the health and safety of all our children, faculty and staff. Faculty members are responsible for observing signs of illness in each child each school day, however, it is the responsibility of the families to ensure that sick children are not sent to school. Sick children should remain at home and receive the proper medical attention. In cases of medical emergencies, the Principal or designee will place a call to 911 and the family. A student can be removed to a medical facility in the company of a school staff member or parent when cleared for release by the Principal.

Illness

Upon the recommendation of the Committees of Control of Infectious Diseases of the American Academy of Pediatrics children cannot be permitted to leave home and attend school with any of the following:

- Fever or temperature over 100.5 degrees during the past 24 hours
- Vomiting during the past 24 hours
- Diarrhea during the past 24 hours
- Red/pink eye with discharge
- Sore throat
- Sneezing, cold and flu symptoms from--through one week
- Draining mucus
- Yellow eyes/jaundiced chin
- Severe coughing
- Blood in urine
- Difficult/rapid breathing/elevated asthmatic condition
- Unexplained rashes
- Bleeding or draining skin lesions
- Skin Infections--boils, ringworm, impetigo
- Any childhood/communicable disease; scarlet fever, measles, mumps, lice, scabies, chicken pox, whooping cough

Children who are not well enough to go outside for recess/playtime are not well enough to be in school. The office will notify families, and families are responsible for arranging to pick up the child after notification.

The School Nurse

All sick children are removed from classrooms and brought to the main office where a pass is issued to see the school nurse. The school nurse is located in Room 118. The school nurse may recommend that a child be sent home or see a doctor in which case the family is notified immediately by the nurse or BCS. Children may return to school when:

- Vomiting and diarrhea have subsided for 24 hours
- There are no discharges of mucus, or discharges from eyes and rashes are no longer
- Symptoms have disappeared
- They can tolerate a full day's schedule
- A doctor's note permits their return

Medication

- All medication (prescription and non-prescription) to be administered at BCS must be accompanied by a current medication consent form (504 Form) signed by a pediatrician/doctor and parent.
- Only the School Nurse can administer medication.
- All medication to be administered at BCS must be brought in its original container with current date, child's first and last name, expiration date and instructions and turned in to the school nurse.

Immunizations & Medical Records

- The New York Public Health Law 2164, New York State Education Law 914, New York City Department of Health Code Regulation 49.06 mandate that all students attending New York City Public Schools meet health requirements for Immunizations (DTaP, IPV, MMR, Varicella) and Mantoux (PPD) Tuberculosis Testing.
- Students may be admitted provisionally or with and incomplete immunization for a period of fourteen (14) days only. Failure to comply can lead to exclusion from school.
- Students may be granted exceptions from immunizations for medical and religious reasons in accordance with Chancellors Regulations A-710 section A2-2, A2-3, and B2-1 and B2-2 Notarized and legal documentation is required.
- Students **MUST** have a complete updated physical exam once a year. Forms are available in the main office.

Field Trip Policy

The Brooklyn Charter School encourages participation in all field trips to neighborhood and local agencies, as well as, Community-Based Organization (CBO), Institutions for Higher Learning and places of interest. This policy articulates the process, planning and expectations for safe and successful field trips. BCS links all field trips to its curriculum, unless specified otherwise.

Permission Slips

- All families must complete a Universal Permission Slip that is to remain in the students' files. This permission slip will be used when necessary (local walks, library visits, etc.)
- All other trips must have separate permission slips signed by families. Children without signed slips will not be allowed to go on the trip.

Planning for a Trip

- The Principal approves all trips, local or otherwise.
- All trips require a minimum of one adult (including families) to every 12 students. Adults can be faculty/staff and family members above 18 years of age. In the case of children with special needs, the adult to child ratio follows the same specifications as mandated on the IEP.
- Field trip announcements should go home to the families at least two weeks before the intended trip. The notice should:
 - a) Describe the trip/visit (purpose, curriculum connection, and place).
 - b) Provide meeting place (school, etc.), time of departure, time of return, and mode of transportation.
 - c) State who is the person in charge (Faculty).
 - d) Request parent volunteers if needed.
- Arrangements are to be made with the main office to provide meals (bag lunches etc.) at least one week prior to the trip.

Mode of Transportation

For trips in the local neighborhood, classes may walk or take the public bus or train. Bus and train passes are available from the main office and must be signed by the Principal.

Trips that require school buses must be booked 3 weeks in advance of the intended date of the trip. A special request form (available in the main office) is filled out and sent to the Office of Pupil Transportation (OPT). OPT sends a confirmation and dispatches the required buses for pick up at 9:00 a.m. and return 1:00 p.m.

Note: Under no circumstance should faculty or staff transport children in private vehicles.

In the Field

- All BCS students will wear nametags and be assigned a buddy for the trip.
- Negative behaviors are reported to the Principal and the BCS Discipline Policy is strictly enforced.
- Faculty/Staff are not to leave children unattended or in the care of a stranger.
- In case of an emergency the school must immediately be notified.
- All students must be accounted for prior to leaving the school and before returning. In the case of a missing student, the site authorities and the school should be immediately notified and all attempts to locate the missing child should be made without jeopardizing the safety of other children.
- Students are required to wear their school uniform on all field trips, unless specified otherwise.

Student Safety

Ideation of Suicide

Any student who expresses the desire to do bodily harm to self or take his/her own life must be accompanied immediately to the Principal. The Principal will immediately notify Emergency Medical Services (EMS) and the family of this intention, and follow the appropriate protocols to stabilize the student. In the event that the student has to be taken to the hospital, the family will accompany the student or a BCS Faculty member will accompany the student until the family arrives at the hospital.

Sexual Harassment

It is the policy of the Brooklyn Charter School to maintain a safe, supportive, nurturing educational environment that is free from sexual harassment committed by any employee against a student. Such harassment is unacceptable conduct and will not be tolerated. Violation of this policy shall constitute grounds for immediate dismissal.

Definition of Sexual Harassment:

According to Chancellor's Regulations A-830 and for the purpose of this policy, sexual harassment of a student by an employee consists of sexual advances, request for sexual favors and other verbal and physical conduct of a sexual nature.

Sexual harassment may take many different forms including:

- Explicit sexual propositions
- Sexual threats
- Sexual innuendos
- Sexually suggestive comments
- Sexually oriented jokes
- Obscene gestures
- Displays of pornographic, obscene visual or printed materials
- Inappropriate physical contact such as touching, patting, pinching, brushing against another's body

It also includes situations where sexual harassment is used as:

- A condition of the student's advancement or obtaining an education
- Submission or rejection of such conduct by a student used as a basis for evaluating or grading a student or as a factor in decisions affecting the student's education
- When such conduct has the purpose or effect of unreasonably interfering with a student's education or creating an intimidating, hostile or offensive educational environment

All of the above behaviors can constitute sexual harassment whether they are directed at persons of the same or opposite sex and may also constitute criminal behavior.

Reporting Allegations of Sexual Harassment of a Student by an Employee

All allegations of sexual harassment of a student by an employee must immediately be reported to the Principal/Director who will take the following steps:

- Take written statements individually separately from the victim and any witnesses
- Meet with the subject of investigation to discuss allegations and obtain a written statement from the subject
- Notify the Executive Committee of the Board of Trustees to evaluate the evidence to substantiate or un-substantiate the complaint.
- Reach and state the conclusion in writing and notify all parties of a further investigation. During the course of the investigation the employee (subject of investigation) may be removed from school premises with an official notice pending investigation.
- The employee will be notified of the status of the investigation in writing, within five days of their removal.
- If allegations are determined to be true, a report will be filed with the Office of Charter Schools and Office of Special Investigations of the Department of Education

Confidentiality

It is the Brooklyn Charter School's policy to respect the privacy of all parties and witnesses to complaints in such situations. However the need to include authorities for such investigations, to provide due process to the accused and/or to take necessary action to investigate and resolve the complaint, may require outside assistance. Therefore, information regarding the complaint may be disclosed in appropriate circumstances.

Drug Free School Zone

Every building owned and operated by the Department of Education of New York City is considered a Drug Free School Zone. BCS has ZERO tolerance for use, solicitation and distribution of any illegal or controlled substance within its premises and at school events.

Vandalism

Any student vandalizing school property will be reported to the Principal and the Discipline Policy will be reinforced.

Grievance/Complaint Protocol

In the event that a family member or staff member is dissatisfied or feels victimized, they are free to lodge a complaint and the following guidelines will be followed:

- All complaints must be logged with the Principal or her designee.
- The Principal will summarize all complaints in writing.
- The Principal will then investigate the complaint involving all parties and request written summaries.
- The Principal will meet with the parties involved and gather pertinent information and seek a resolution.
- The Principal will document and file summaries, submissions and the resolution.

- The Principal has the option to engage the Board of Trustees depending on the nature of the complaint.

If the complaint is against the Principal, the complainant should try to rectify the situation with the Principal directly, but would also be informed that they can contact BCS Board of Trustees and file that complaint with Chairman of the Board of Trustees, Henry Lambert. The Chairman of the Board of Trustees in conjunction with the Executive Committee of the Board of Trustees will hear the complaint, notify the Principal, and conduct an investigation and work towards resolution. A copy of the complaint will be kept in the school files.

Corporal Punishment and Verbal Abuse

The Brooklyn Charter School maintains zero tolerance for any form of corporal punishment. No corporal punishment shall be inflicted on any student of The Brooklyn Charter School, or any punishment of any kind tending to cause excessive fear, physical or mental distress. Violation of this policy shall constitute grounds for immediate suspension and possible dismissal.

The Brooklyn Charter School maintains a zero tolerance policy for any form of verbal abuse. No supervising adult (faculty or staff) shall use any language to a student that will tend to cause fear, physical or mental distress. Violation of this policy shall constitute grounds for immediate investigation and possible dismissal.

In disciplining a student all faculty and staff are required to refer to the school's discipline policy. It is understood that in the exercise of duty that BCS and faculty will hold students to high expectations. All allegations of corporal punishment or verbal abuse must be reported immediately to the Principal who will take the following steps:

- Take written statements from the victim and all witnesses
 - Take individual witness statements separately
 - Meet with the subject of investigation to review victim's statements
 - Evaluate evidence to substantiate or unsubstantiate the complaint
 - Reach and state conclusion on Form A-420/A-421 (Chancellor's Regulations A-420).
- During the course of investigation, employee will be placed on suspension.
- The employee will be notified of the status of the investigation, in writing, within five days of their removal.
 - The report will be filed with the Office of Charter Schools of the Department of Education, and the Office of Special Investigations of the Department of Education.

Committees and Volunteers

The Brooklyn Charter School Board of Trustees

BCS is governed by a Board of Trustees made up of members of varied backgrounds and from diverse communities who share a common interest in the success of the school. The Board ensures that the school is living its mission, meeting its goals and that the school remains an academic and financially viable institution. The Board meets once every month at the School, on a designated day that is publicly posted, from 6:00 pm - 7:00pm. These meetings are open to the public and families are invited to attend.

Anyone attempting to contact the BCS Board of Trustees can submit a request in writing to the Principal or send a letter to the Chairman of the BCS Board of Trustees c/o BCS to 545 Willoughby Avenue, 3rd Floor, Brooklyn, NY 11206.

Parent Teacher Association (PTA)

The Parent Teacher Association (PTA) is the parent body of the Brooklyn Charter School. The PTA assembles to create strategies to support the school, as well as, to discuss and help solve school issues. Members may invite the Principal or members of the teaching staff to their meetings for support or to gain information or clarity around an issue. The PTA is facilitated by parents, and meets according to the schedule determined by members of the committee. The PTA President and the Principal work together to organize events. The PTA has a mailbox in the main office where letters, notes, suggestions and comments can be left for the PTA President and/or the steering committee.

Volunteers

Unfortunately, volunteers are not allowed inside the school building at this time.

School Contacts

The Brooklyn Charter School is located at 545 Willoughby Avenue, 3rd Floor, Brooklyn, NY 11206. All mail correspondence should be sent to this address. The main office telephone number is (718) 302-2085, emergency cellular telephone number is (718) 877-1840 and fax number is (718) 302-2426. The current Faculty and Staff list can be found on the school's website brooklyncharter.org.

School to Home Communications

BCS Website and Family Portal

The BCS website can be accessed on-line at www.brooklyncharter.org. BCS has updated its website and the site is fully translatable. The site is user friendly and the community can access BCS Annual Report, the Discipline Policy, Applications and guidelines for enrollment and other pertinent information regarding BCS.

BCS Instagram Account (IG)

The BCS IG can be accessed on-line [@brooklyncharterschool](https://www.instagram.com/brooklyncharterschool). The page will display school information and updates as well as pictures and videos of class and school-wide events. The page is user friendly and is open to the public.

BCS Board of Trustees Contact

Anyone attempting to contact the BCS Board of Trustees can submit a request in writing to the Principal or send a letter to the Chairman of the BCS Board of Trustees c/o BCS to 545 Willoughby Avenue, 3rd Floor, Brooklyn, NY 11206.

Calendars

A yearlong calendar is sent home at the beginning of each school year, highlighting days off for students, holidays, proposed test dates and special event. The current yearlong calendar can be found at the back of the handbook. Calendars are also sent home on a monthly basis, pinpointing major events.

Posting of Daily Schedule

Teachers post their daily schedule and agendas inside of the classrooms for parents and students to know the activities the day.

Open Door Policy (Due to COVID-19, appointments MUST be made to visit the school for any reason.)

The Principal maintains an "open door policy" which encourages families to visit the office during the school day. Appointments should be made to visit classrooms during instructional time.

Telephone Calls

Families will receive telephone calls from the Principal, administrative staff, or teachers in the event that a

student falls ill or has an emergency. Teachers will also contact families concerning academic progress, behavioral concerns and praise when necessary. All telephone calls to families by teachers will be noted in a telephone log. Special announcements are also made through School Messenger

Home Visits

In the event that the school is unable to contact a family member, the school may make a home visit.

The Principal's Mailbox

The Principal has a mailbox in the main office. Members of the school community may leave comments or notes in the box. Additionally, every staff member is assigned a mailbox.

Report Cards and Family/Faculty Conferences

Four times each year (November, January, April and June) teachers prepare Report Cards that summarize students' development and achievement in core academic and social/behavioral areas. These reports are discussed formally during Family/Faculty Conferences, which are scheduled in November and April (see yearlong calendar). At the end of the school year (June), families receive either in person or via mail, the completed annual Report Card.

Celebrations and Family Involvement Days (Due to COVID-19 in-person gatherings will be limited.)

Each year, BCS hosts a festival for families and students to highlight student work. BCS-Fest is held in May. Dates are determined each school year and are posted on the school calendar.

Evaluation Program

At least once each year, surveys are administered to students, families, teachers and administrators. The survey assesses the level of satisfaction of each constituency at The Brooklyn Charter School. Surveys are administered and reviewed by school administration and The Board of Trustees with the intention of identifying and remedying areas of weakness and ensuring that BCS is holding true to its mission.

Incident Log

An incident log is kept in the office where teachers report daily, any student information of particular significance (*i.e. any student accident or injury*).

Discipline Reports

Discipline reports are completed when students act against the school's rules and expectations. An outline of the incident and the assigned consequences are noted. Reports are sent home and a copy is kept with the student's file.

Emergency Communication

Protocols for every emergency can be found in the Emergency Response Plan Booklet located in the school's main office. In an emergency, the Principal or a designee will contact the highest-ranking local government official. Additionally, the school will contact the appropriate agencies (*i.e. police departments, fire departments, the Red Cross, mental health providers, religious organizations, etc.*) to obtain advice and assistance.

In accordance with Section 155.1(e)(1)(vi), in the event of emergencies such as fire, choking, heart attack, a display of weapons, a shooting or stabbing, or a traffic accident, anyone with access to an outside telephone line will contact 911 first, and then notify the Principal. In the event of the pending emergency, the Principal will be notified first. The Principal will then contact emergency services or local law enforcement. Local law enforcement agencies include the New York City Police Department at the 79th Precinct at (718) 636-6626.

Information of severe weather such as, but not limited to, tornadoes, storms, and blizzards, as well as national emergencies and other emergencies which can be foretold, will be received in the Principal's office.

The use of NOAA weather Radio will be used.

It is the duty of the Principal or a designee to notify faculty, students, staff, parents, and guardians, when it is necessary, to respond to either internal or external situations.

BCS Evacuation Site

Due to the nature of some events, students and staff may be required to evacuate the school building. Students and staff will walk to the following sites unless rerouted by emergency services:

Primary Off-Site Evacuation Location: **P.S. 59, 211 Throop Avenue, Brooklyn, NY 11206.**

Secondary Off-Site Evacuation Location: **P.S. 54, 195 Sanford Street, Brooklyn, NY 11205.**

Out of Area Off-Site Evacuation Location: **P.S. 256, 114 Kosciusko Street, Brooklyn, NY 11216.**

The Principal will then notify the media and post the information on the Internet to inform parents of the evacuation and the site location for student pick up.

Emergency School Closing and Snow Days

The Brooklyn Charter School follows the New York City Department of Education procedures for snow emergency and forced early dismissals (*i.e. due to snow, inclement weather or national emergency*). Families should listen to local AM radio stations (1010 WINS) or watch local television news programs to stay informed of school closings. In the event of a snow day, BCS will move to a fully remote model for that day.

Accepted Use Policy of School Provided Access to Electronic Information, Services, and Networks

Students utilizing school-provided Internet access must first have the permission of and be supervised by the school's professional staff. Students utilizing school-provided Internet access are responsible for appropriate behavior on-line, as in any other area of the school. To remain eligible as users, students' use must be consistent with the educational objectives of the school. Access is a privilege, not a right.

Users should not expect that files stored on school-based computers should always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

The following uses of school-provided Internet access are not permitted:

- Access, upload, download or distribution of pornographic, obscene or sexually explicit materials
- Transmission of obscene, abusive, sexually explicit, or threatening language;
- Violation of any local, state, or federal statutes
- Vandalism, damages, or disabling of the property of another individual or organization
- Accessing another individual's materials, information, or files without permission
- Violation of copyright laws or use of the intellectual property of another individual or organization without permission.

Any violation of the school policy and rules may result in loss of school provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

The Brooklyn Charter School makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The school will not be responsible for any damage users suffer, including – but not limited to – loss of data resulting from delays or interruptions in services. The school will not be responsible for the accuracy, nature, or quality of information stored on school diskettes, hard drives, or servers; nor for the accuracy, nature, or quality of information gathered through school-provided Internet access. The school will not be responsible for personal property used to access school computers or network or for school-provided Internet access. The school will not be responsible for unauthorized financial obligations resulting from school-provided access to the Internet.

Admissions Policy

The Brooklyn Charter School shall be open to any child who is eligible under laws of New York State for admission to a public school, and the Charter School shall comply with the requirements of Education Law 2854(2) and all other applicable laws.

Non-Discriminatory Policy

BCS upholds a non-discriminatory policy and welcomes applications from all families regardless of race, gender, religion or culture. BCS welcomes Students with Disabilities, and English Language Learners.

Brooklyn Charter School will not discriminate against any student, employee, or other person on the basis of national origin, ethnicity, gender, or disability or any other ground that would be unlawful if done by any other public school.

All children who are eligible for enrollment in a public school in New York City will be eligible to enroll in the Brooklyn Charter School. The Charter School will admit each eligible student in grades K-5 who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. In such case, the process set forth below will be used to determine which student applicant(s) will be admitted:

Enrollment Process

Stage 1:

- BCS begins active recruitment for school year 2022-2023 in the first week of December in 2021. Interested families can submit an on-line application through the BCS website at www.brooklyncharter.org. Applications can also be submitted in person, by mail or fax.
- Prospective students attend a comprehensive presentation about the school. The Open Houses will be held in the winter and spring.
- Families that did not attend the Open House will be provided with a packet of information addressing school programs.
- School staff will ensure students and parents/guardians understand the values of the school and its social and academic expectations through question and answer sessions and school tours (December-April).

Stage 2:

- Interested applicants are required to submit an application via the BCS website at www.brooklyncharter.org, in person, by mail or fax. Applications are available on the school's website, at Open House sessions, in the school's main office, and accessible locations throughout the community. Applications request information on basic biographical information, contact information and other important facts. In addition, applications will be asked to provide any information necessary for the school to make a determination of the student's

special needs.

Stage 3:

Kindergarten Lottery

- A random lottery will be held for all Kindergarten positions. Lotteries are open to the public and are audited by a representative of an unbiased outside organization. The admissions lottery will have the following features:
 - The Lottery is accessible to all applicants and to the general public
 - First preference for admission is given to siblings of students already enrolled at BCS.
 - As Kindergarten is the area of highest intake with the greatest number of applications, the lottery process will define the random selection of candidates for the number of seats available. Students not selected by this process are placed on a waiting list according to the date of their application
 - Selected participants receive a telephone call the following business day to announce their acceptance.
- Should a selected applicant refuse the offer of enrollment, then calls are made to wait-listed applicants until the space(s) are filled.

Grades 1-5

BCS accepts applications for Grades 1-5. A wait-list is developed for all applicants according to the date of the application. Applicants for these grades are not subject to lottery, and enrollment is based on the number of available seats. If seats become available in Grades 1-5, the wait-list is called according to the date the application was received. Separate waiting lists will be maintained for each grade level in the event that vacancies occur.

BCS offers preference to the following criteria:

- Returning students
- siblings of current students
- students who reside in District 14
- Students with Disabilities (current IEP)
- English Language Learners
- Free and Reduced Lunch Program students

BCS weights 25% of its kindergarten seats for ELL students beginning in the 2022-23 lottery cycle.

BCS weights 25% of all available seats in grades 1-5 for ELL students beginning in the 2022-23 lottery cycle.

Whenever vacancies occur, either prior to the start of the school year or during the course of that school year, the school will contact the parent/guardian of the student who is first on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student to determine whether the student is still interested in enrolling at the school before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, BCS may remove that student from the wait-list. The school shall maintain documentation of attempts made to contact the parent/guardian of any student removed from the wait-list.

Recruitment Outreach

Prior to the winter and spring school tours and "open houses," invitations and announcements of the new year's enrollment time-line will be widely distributed to parents and students throughout the local school district, and city-wide, through flyers in local newspapers, bus stop ads, and postings with various community organizations. BCS will also participate in the common on-line application process through

the New York Charter Center.

Voluntary Withdrawal from the Charter School

The Brooklyn Charter School is a school of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. In these instances, school personnel will offer to meet with the family and discuss the reasons for the desired withdrawal and seek solutions to any problems within the school community. If the parent/guardian still wishes to transfer their child to another school, BCS will make every reasonable effort to help the student find a school that better serves the family's needs. BCS will ensure the timely transfer of any necessary school records to the student's new school.

Complaints Process

Overview

Charter schools are publicly funded schools that are open to all students through a non-discriminatory admissions lottery. Each charter school is governed by a not-for-profit Board of Trustees that may include educators, community members, and leaders from the private sector. Charters have the freedom to establish their own policies, design their own educational program, and manage their human and financial resources.

[The NYS Charter Schools Act](#)([Open external link](#)) states that a parent (as well as any other individual) who believes that a charter school has violated the law may complain formally to the school. The school is required to provide you promptly with their complaint policy in writing, and that complaint policy should specify how and to whom you should direct your complaint.

Do I Have a Formal Complaint?

Below are two examples to help you determine if you have a formal complaint:

Example 1

"My child's teacher often disciplines my child for what seem to be small infractions. It seems that the teacher is targeting my child."

Does this constitute a formal complaint?

This complaint as reported here likely would not qualify as a formal complaint because it likely does not involve a violation of the school's charter or of state charter law. As such, it will probably not qualify as something that the school's authorizer can take formal action on.

How can the parent proceed with this complaint?

The parent should check the school's charter and discipline policies to ensure that the complaint does not constitute a charter or policy violation. If the infractions and discipline measures fall under the school's charter and policy guidelines, then the parent should work with the school leadership and Board to resolve this issue. In that case, the complaint would likely remain informal.

However, if the parent finds that the infractions and discipline measures do fall outside of the school's charter and discipline policies, and if the parent has tried to address this issue with the school's leadership and Board without a satisfactory result, a formal complaint can and should be filed with the school's authorizer.

Example 2

"My child is not receiving his/her mandated IEP services during school hours. I attempted to resolve this issue with the school's principal and then the Board, but received an inadequate or unsatisfactory response."

Does this constitute a formal complaint?

This complaint likely does qualify as a formal complaint, as the provision of IEP services is mandated under federal and state education laws. Additionally, the parent is unsatisfied with the outcome of his/her previous attempts to informally resolve this complaint at the school level.

How can the parent proceed with this complaint?

The parent should contact the school's authorizer to determine its procedures for submitting a formal complaint. They should be able to document their attempts to resolve the issue at the school level.

Submitting a Formal Complaint

Step 1: Familiarize yourself with the school's guidelines and contact the school's leadership.

Begin by contacting school leadership to try to resolve any violations, issues or complaints. Before doing so, we encourage you to familiarize yourself with the school's policies, guidelines, and reference materials. Such items include, but are not limited to, parent handbooks, student discipline policies related to your concern, dress code pamphlets, and school-issued memorandums. Determine whether the school's actions related to your complaint fall within the school's policies.

Step 2: Appeal to the school's Board of Trustees.

If after contacting the school's leadership you are not satisfied with the outcome or decision pertaining to the complaint, you may appeal to the school's Board of Trustees. The Board meets publicly on a regular basis. Parents are encouraged to either contact the Board directly to schedule items on the meeting agenda or contact the school/parent committee that deals with such matters. The BCS board chair contact is Henry Lambert, Chairman of the Board of Trustees, Brooklyn Charter School, 545 Willoughby Avenue, Brooklyn, NY 11206, or in the alternative via email to: boardchair@brooklyncharter.org

Step 3: Appeal to the school's authorizer (the education organization in charge of your school).

If after your appeal you are not satisfied with the Board of Trustees' decision, and if your complaint involves a violation of either the school's policies or its charter, you may submit a formal complaint to the school's authorizer (the education organization in charge of your school).

You can find your school's authorizer, and their contact information, on the [Charter Schools Authorizers page](#).

Step 4: Appeal to the New York State Board of Regents

If you are still not satisfied with the outcome after going through the first three levels of the complaint process, you may write to:

The NY State Board of Regents
NY State Education Department
Charter School Office, Room 465 EBA
89 Washington Avenue,
Albany, NY 12234
518-474-1762

Or send an email to charterschools@nysed.gov (subject line should include the name of the school and the word “Complaint”).

School Closure as it relates to COVID-19

BCS will move to a fully remote distance learning model based on state-or citywide directives, or metrics within our school community based on NYC DOE guidelines that indicate that we should move to this model. BCS would move to a full remote model in the event:

1. A New York State or New York City Department of Health directive to all schools.
2. In the event that the state and city thresholds for opening or closing are not aligned, BCS will follow the most local, relevant guidance.
3. A confirmed case of COVID-19 within a student cohort; the cohort and associated teachers would self-isolate at home and move to remote learning.
4. Two confirmed cases of COVID-19 in two separate cohorts in the school; the two classrooms would move to remote learning for a period of at least 14 days.
5. If there are more than two confirmed cases of COVID-19 in three separate cohorts in the school, the entire school will move to remote learning for a period of at least 14 days.